School to Work
CREATING FUTURE PATHWAYS

Vocational Learning in
Creative Arts

NEW SOUTH WALES
DEPARTMENT
OF EDUCATION
AND TRAINING

Vocational Education in Schools Directorate

Vocational Learning in Creative Arts

"When students leave school, they should have employment related skills and an understanding of the work environment, career options and pathways as a foundation for, and positive attitudes towards, vocational education and training, further education, employment and life-long learning".

Adelaide Declaration on National Goals for Schooling in the Twenty-First Century (1999)

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1. Vocational and Enterprise Learning in Creative Arts

"Career building skills should not be taught as a separate subject but should be integrated with other curriculum subjects, such as maths, history ... Why are we learning these subjects if not to prepare for the rest of life? Let's put a context around these subject areas that adds greatly to the learning experience."

Phil Jarvis (2002)
Vice-President, Canadian Work/Life Centre

1.1 Introduction

Vocational learning is learning that addresses broad understandings of the world of work and develops in young people a range of knowledge, skills, competencies and attributes relevant to a wide range of work environments. Vocational learning provides students with the opportunity to make connections between school and the world beyond it.

Vocational Learning in Creative Arts is a curriculum support tool for secondary school teachers within the Creative Arts key learning area. This resource supports teachers in implementing the Creative Arts Years 7-10 and Stage 6 syllabuses to identify and provide a range of opportunities for students to articulate the relevance of their curriculum learning to personal growth and future careers.

Vocational Learning in Creative Arts also provides teachers with information and teaching strategies to support the implementation of the *Employment Related Skills Logbook*.

This booklet updates the existing *Vocational Learning in Creative Arts* booklet provided to teachers in 2003.

"The world of adult work has changed and the arts learning experiences described in research show remarkable consistency with the evolving workplace. Ideas are what matter, and the ability to generate ideas, to bring ideas to life and to communicate them is what matters to workplace success. Working in the classroom or a studio as an artist, the young person is learning and practising future workplace behaviours, a company is a company, whether producing an opera or a breakthrough technological service."

Champions of Change: The Impact of the Arts on Learning
Edward B. Fiske (Ed). From Executive summary 'The arts connect learning experiences to the world of real work', President's Committee on the Arts and Humanities – report US 1999
www.pcah.gov

1.2 *School to Work: Creating Future Pathways 2005-2007*

School to Work: Creating Future Pathways extends and builds on the successes of the *School to Work Program* implemented between 1999-2003 as part of the NSW Government commitment to support students in transition from school to post-school education, training and employment destinations.

School to Work: Creating Future Pathways recognises the impact on young people's life decisions in a world where ideas about work and practices in the workplace are changing rapidly. Students need to develop employment related skills and enterprising attributes that can be applied to a range of jobs and careers, and to be prepared to engage in lifelong learning.

School to Work focuses on four priority areas:

- Planning Transition Pathways
- Exploring Career Futures
- Strengthening Student Outcomes through Vocational Learning
- Building Networks and Connections.

1.3 Enterprise learning in Creative Arts

Enterprising students possess the drive and commitment to identify, initiate, be resourceful and manage activities that are real and relevant to them both within school and the wider community. Enterprise learning develops students' personal and employment related attributes including the ability to be innovative and to successfully manage change.

The Enterprise Education Action Research (EEAR) project funded by the Australian Government (2002-2004) highlighted that ... *the focus of enterprise education should be on students' learning as enterprising people, rather than on activity alone.*

Therefore, students will be encouraged to be enterprising when they are provided with opportunities of:

- **Student ownership** – students are given opportunities to have greater control of the learning experience rather than having decisions made for them – for example, negotiating tasks and related assessment criteria. This involves making the learning environment as real as possible so that students will become actively involved in and own what is occurring
- **Experiential learning** – activities that allow students to learn by 'doing' both inside and outside the classroom. This will combine classroom learning and participation in the broader school community
- **Cooperative learning** – students learn with and from each other including working in teams both inside and outside school boundaries. This includes the ability to exercise personal and shared responsibility, rather than being dependent on the teacher to solve problems and resolve issues
- **Reflective practice** – opportunities for evaluation need to be built into the learning outcomes of the activity so students learn from their experiences.

In this respect enterprise learning is not something new but something that needs to be made **more explicit** to students as they are learning, and needs to be **integrated into normal classroom practice**. In this way students will be able to apply their wider school learning to real life situations thus making learning more authentic, relevant and engaging.

Effective partnerships between schools, parents and local business and industry are a key factor in the success of enterprise learning. The support and engagement of business and communities provide students with the opportunity to put their enterprising skills into practice.

Examples of enterprise learning in Creative Arts subjects and courses could include students:

- planning, organising and running events such as drama productions and art exhibitions
- contracting to design digital graphics for local businesses or volunteer organisations
- providing photographs taken of students at formals and other school events for sale

- undertaking the *Young Achievement Australia Business Enterprise Program* involving student teams forming companies to market goods related to photography, visual arts, ceramics or digital graphics
- selling student work through a school shop
- planning, organising and running theatre sports competitions
- supplying artworks for the school and feeder primary schools
- designing and creating a mural for the school or community.

List some other examples of enterprise learning that your students are involved in/could be involved in:

My students are involved in/could be involved in:

Further information and student activities are provided in the *Employment Related Skills Logbook*.

1.4 Quality teaching in NSW public schools

Vocational Learning in Creative Arts assists teachers to improve student outcomes by supporting the *Quality teaching in NSW public schools* model of pedagogy. It provides teachers with ideas, approaches, tools, resources and support materials that promote high levels of **intellectual quality**, a high **quality learning environment** and **significance** by connecting students with authentic learning contexts.

1.5 Assessment for learning

Vocational Learning in Creative Arts provides support for teachers to plan and implement effective assessment for learning strategies. This includes the use of contemporary assessment strategies which are evidence-based and which help make learning more meaningful and important to students.

Student self-assessment and peer-assessment opportunities are encouraged through the use of tools such as the *Employment Related Skills Logbook* and activities from *The Real Game Series*, for example. Also encouraged are assessment strategies that involve authentic learning contexts that connect students with their world. Such strategies could include enquiry-based research assignments and projects and fieldwork activities involving students in work-based and community-based learning.

1.6 Vocational learning syllabus links in the Creative Arts curriculum

1.6.1 *Work, Employment and Enterprise* in the Creative Arts Years 7-10 syllabus

The NSW Board of Studies has included cross-curriculum content and student learning outcomes for *Work, Employment and Enterprise* in all new Years 7-10 syllabuses, including Creative Arts. By addressing *Work, Employment and Enterprise* content, Creative Arts teachers can assist students to develop important knowledge, understanding, skills, values and attitudes about work, employment and the workplace. Students can also be encouraged to engage with enterprise, service, community and work-based learning opportunities. *Vocational Learning in Creative Arts* supports Creative Arts teachers in addressing these syllabus outcomes.

1.6.2 *Key Competencies* in the Creative Arts Years 7-10 syllabus

Key Competencies are generic competencies essential for effective participation in existing and emerging learning for future education, work and life. They are embedded in the NSW Board of Studies Creative Arts Years 7-10 syllabuses.

All seven *Key Competencies* are addressed in *Dance, Music, Visual Arts, Visual Design and Photographic and Digital Media*. The *Key Competencies* are:

- collecting, analysing and organising information
- communicating ideas and information
- working with others and in teams
- planning and organising activities
- solving problems
- using mathematical ideas and techniques
- using technology.

In *Drama*, the *Key Competencies* addressed are:

- collecting, analysing and organising information
- communicating ideas and information
- working with others and in teams
- solving problems.

1.6.3 *Key Competencies* in the Creative Arts Stage 6 syllabus

All seven *Key Competencies* are addressed in *Ceramics, Music 1, Music 2 and Music Extension, Photography, Video and Digital Imaging, Visual Art, Visual Design.* The *Key Competencies* are:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others and in teams
- using mathematical ideas and techniques
- solving problems
- using technology.

In *Dance*, the *Key Competencies* addressed are:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others and in teams
- using mathematical ideas and techniques
- solving problems
- using technology
- cultural understanding.

In *Drama*, the *Key Competencies* addressed are:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others and in teams
- solving problems
- using technology.

1.6.4 Vocational learning outcomes in Creative Arts Stage 6

The following Stage 6 objectives from the various Creative Arts syllabuses support vocational learning outcomes:

Students:

- learn to manage their own learning and to work together with others in a range of capacities in a cooperative learning environment, through problem-solving tasks and through group work
- gain increasing intellectual autonomy, evident in interpretations of their own work and the work of others
- engage in creative and inductive forms of inquiry.

2. Employment Related Skills in the Classroom

"People will have a portfolio, individually managed careers … Employees will also have to cultivate more transferable skills … and be constantly re-training."

Dr Jim Bright, University of NSW (2004)

2.1 Employment related skills

Employment related skills are generic skills which are transferable to the ever-changing work environment. These skills are developed throughout a person's life and in multiple settings, including work and life settings and educational contexts. Nine skills have been identified in the *Employment Related Skills Logbook*. They are:

Self-management	**Communication**	**Problem solving**
Initiative and enterprise	**Teamwork**	**Technology**
Learning	**Planning and organising**	**Cross-cultural understanding**

Employment related skills are highly valued by employers. Education programs that emphasise these skills offer students a comparative advantage in the labour market. These skills also support young people in becoming active citizens in their community.

Each teacher has a role to play in helping young people develop their employment related skills. For more information, the guide *5.1 Employment related skills and their elements* has been developed to support classroom teachers in identifying the employment related skills students are able to demonstrate by participating in curriculum activities.

2. Employment Related Skills in the Classroom

2.1.1 Identifying employment related skills – a questionnaire for teachers

Are you already teaching employment related skills in the classroom?

Students gain a variety of employment related skills in every subject. Complete this questionnaire to identify employment related skills you are already teaching to your students.

Do your students develop any of these skills in your classroom?
Tick and add to the list below.

Self-management

(✓) Are you teaching your students to:

- ❑ have clear personal goals and strategies
- ❑ be task-orientated and outcomes focused
- ❑ show interest, initiative and effort
- ❑ seek advice and support when required
- ❑ be pro-active in career planning, time management and setting challenges.

Initiative and enterprise

(✓) Are you teaching your students to:

- ❑ identify opportunities
- ❑ develop a strategic, creative, long-term vision
- ❑ show independence and initiative in identifying problems and solving them
- ❑ enjoy the challenge of new experiences.

Learning

(✓) Are you teaching your students to:

- ❑ learn in any setting
- ❑ identify and access learning sources and opportunities
- ❑ use a range of mediums to learn including mentors, peers, networking and information technology
- ❑ acknowledge the need to learn in order to accommodate change.

Communication

(✓) Are you teaching your students to:

- ❑ speak to a group confidently
- ❑ speak and write in another language
- ❑ follow verbal instruction
- ❑ select the appropriate communication form and style
- ❑ use verbal and non-verbal modes of communication.

Teamwork

(✓) Are you teaching your students to:

- ❑ understand how to operate in teams
- ❑ recognise and respect people's diversity, individual differences and perspectives
- ❑ establish group goals
- ❑ manage and resolve conflict when appropriate.

Planning and organising

(✓) Are you teaching your students to:

- ❑ take initiative and make decisions
- ❑ manage time and priorities
- ❑ establish clear project goals and deliverables
- ❑ collect, analyse and organise information, using appropriate methods.

Problem solving

(✓) Are you teaching your students to:

- ❑ anticipate, identify, clarify and frame problems
- ❑ develop and explore practical solutions
- ❑ analyse and assess information and situations
- ❑ implement solutions.

Technology

(✓) Are you teaching students to:

- ❑ gain a range of basic information technology skills
- ❑ manage and use technology
- ❑ understand the social implications of technology.

Cross-cultural understanding

(✓) Are you teaching your students to:

- ❑ understand and respect cultural and community diversity
- ❑ work with people of different ages, gender, race, religion
- ❑ show respect and concern for others
- ❑ interact with sensitivity and empathy.

2.1.2 Examples of employment related skills developed in Creative Arts Stages 4, 5 and 6

Students gain a variety of valuable employment related skills in every subject they study. Here are some examples of employment related skills developed by students studying Creative Arts courses in Stages 4-6.

Employment Related Skills	Students can … /Students are able to … /Students know how to …
Self-management Ability to take responsibility for setting and achieving personal goals	• design, compose, create or choreograph an image or performance and develop strategies for implementation • make informed decisions and interpretations and apply them to a range of creative art forms • manage personal reactions to responsibilities and challenges in school, work and life • reflect on experiences and their consequences.
Initiative and enterprise Ability to seek/take advantage of opportunities	• investigate creative or alternative solutions or strategies when solving artistic problems • seek opportunities to perform or display individual or group works • take risks in aspiring to original ideas.
Learning Ability to achieve new skills and/or knowledge	• acquire new skills and techniques and apply them to the creative arts • make connections between existing knowledge and understanding • become self-motivated learners through inquiry and active participation in challenging and engaging experiences • explore the application of the creative arts to the real-world.
Communication Ability to express and understand information	• communicate ideas through design, performance or expressive artworks • write responses to critical or historical investigations • verbalise the possible interpretations of creative art forms • use specific and appropriate terminology, symbols, codes and conventions to communicate ideas.
Teamwork Ability to work effectively with others to get things done	• cooperate with others when working in collaboration • work with others in a group towards an established goal • take responsibility for developing and achieving group goals • be responsive to others' ideas, be prepared to share ideas and resources.
Planning and organising Ability to coordinate and prioritise tasks and resources	• develop appropriate procedures to best complete a creative arts project • collect, organise and utilise resources • select and organise information that can be adapted to present new ideas and prioritise the actions necessary to complete the task.

2. Employment Related Skills in the Classroom

Employment Related Skills	Students can … /Students are able to … /Students know how to …
Problem solving Ability to identify problems and develop solutions	• use a variety of problem-solving techniques to solve creative arts problems in different contexts • identify and utilise the most appropriate course of action when solving a problem • evaluate creative solutions to make decisions or recommendations • look for ways to solve individual problems for the benefit of the group • be prepared to take a leadership role.
Technology Ability to use appropriate technologies to complete tasks	• use digital media and computer technology as a means of expression • select and use appropriate software to produce creative arts projects • support research into the creative arts using the Internet • create multimedia presentations to communicate ideas to an audience.
Cross-cultural understanding Ability to respect diversity and act without discrimination	• investigate the contribution of various cultures to our current understanding of creative arts • work cooperatively with people of different cultural backgrounds to achieve team goals.

2.1.3 Sample units of work annotated with employment related skills

As you can see from completing the previous questionnaire, you are already teaching employment related skills in your classroom. The next step is to make it explicit in your current teaching programs. A simple way to start is to annotate a current teaching program with employment related skills. Below are two sample units provided by the NSW Board of Studies showing annotated employment related skills for you to use as a guide.

2.1.3.1 Visual Arts annotated sample unit of work

5.3	**Stage 5 Sample Unit of Work: City as Utopia: City in Decline**
Year:	10
Duration:	This unit is intended to be taught over one 10-week term, with approximately two 80-minute lessons per week.

Unit description

In this unit students investigate practice in artmaking, critical and historical studies, the structural and cultural frames, and artist – artwork – world – audience relationships in the conceptual framework.

This unit focuses on an investigation of the city as a metaphor for utopia and decline. Students make artworks, over time, across a number of forms such as drawing, photography and sculpture to develop meanings and communicate ideas and interests about the city. These artworks may be used to build a body of work related to the investigation and representation of a point of view about the city.

In critical and historical studies students investigate the practice of artists – sculptors, painters, architects – critics and historians and the conventions, strategies and procedures of artists in representing a point of view about the city, through the structural and cultural frames. They explain and interpret the ways in which different points of view and relationships between the artist, artwork, world and audience are represented in artworks and in critical and historical accounts of art.

Note about this sample unit

The duration of this unit can be extended to one semester. Teachers can consider further explorations of concepts relating to the city in critical and historical studies. They can also consider extending investigations of the practices of drawing, photography, sculpture, including installation or site-specific works, printmaking and painting to broaden and deepen students' understanding of making artworks and representing a point of view.

For teachers and students working in areas without a large urban space in close proximity, this unit can be adapted to the concept of Pastoral Utopia: Pastoral Decline.

As a unit in Year 9 teaching and learning activities may focus on the structural frame with an emphasis on representing city decline and decay metaphorically, rather than literally, through the use of recycled found objects and materials, surface qualities and 3D forms.

A Year 10 class may focus on modernist and postmodernist representations of the city in a range of forms and their cultural significance in relation to the decisions, choices and procedures made by artists, and the point of view represented in their practice.

Outcomes	Specific content focus for this unit	
A student: 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks 5.2 makes artworks informed by their understanding of the function of and relationships between the artist – artwork – world – audience 5.3 makes artworks informed by an understanding of how the frames affect meaning 5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts 5.5 makes informed choices to develop and extend concepts and different meanings in their artworks 5.6 demonstrates developing technical accomplishment and refinement in making artworks 5.7 applies their understanding of aspects of practice to critical and historical interpretations of art	**Students learn about:** • the field of visual arts and design as comprising conventions, activities, traditions and customs shaped by values and beliefs about the individual, social structures, the artworld and power	**Students learn to:** • investigate and apply selected conventions, activities, traditions and customs of the field of visual arts and design to make art where meaning is shaped by values and beliefs about the individual, social structures, the artworld and power
	• the pleasure and enjoyment in making artworks Problem solving	• build their research, approaches to experimentation, procedures, skills and strategies and develop judgement in the practical action of using diaries and making of artworks
	• artists who make works shaped by subjective, structural, cultural and postmodern values and beliefs	• develop subjective, structural, cultural and postmodern approaches to making artworks
	• artworks using an extended range of materials and techniques and various investigations of the world	• make artworks that build a body of work using an extended range of materials and techniques and various investigations of the world
	• the world as the source of ideas and concepts to make art Planning and organising	• develop research and investigative skills using their diary
	• belief, value and meaning in the cultural frame • concepts of art as the aesthetic building and defining of social identity Cross-cultural understanding	further focus on how cultural and community identity and social perspectives contribute to the development of ideas and making of art • focus on issues of significance to their school and culture to generate ideas for artmaking and the conceptual interest of works - for example, peer pressure, gender, politics, global warming, human rights, genetic engineering, the environment • consider the social context for their developing practice and relations between peers, teachers, the school, community, galleries and artworld
	• belief, value and meaning in artmaking in the structural frame • concepts of art as a system of symbolic communication through which particular forms of aesthetic information are transmitted Communication	• employ a range of conventions including codes, symbols and signs • consider how communication is embedded in the material and conceptual organisation of their own artworks - for example, choice of paint and placement of an image relative to others in the • use a range of sty the conventions o Planning and organising
5.8 uses their understanding of the function of and relationship between artist – artwork – world – audience in critical and historical interpretations of art	**Students learn about:** • how practice in the visual arts in different times and places is conditioned by a range of interests, including the artworld, artworks and exhibitions, galleries and museums, the art market, theories • ways of organising information, ideas and arguments	**Students learn to:** • investigate a range of practices in the visual arts in different times and places • discuss and write about their understandings of different aspects of practice

Outcomes	Specific content focus for this unit	
5.9 demonstrates how the frames provide different interpretations of art 5.10 demonstrates how art criticism and art history construct meanings	• how the frames offer alternative ways to think about the purposes of practice including those of the artist, critic and historian	• consider how practices can be interpreted from different points of view
	• how the world can be interpreted in art and the ways in which ideas are represented Communication	• explain how artists interpret the world in making artworks and how they seek to represent concepts through a range of styles and approaches
	• how the frames offer alternative ways to think about relationships between the artist – artwork – world – audience	• interpret and explain relationships between artists – artworks – the world – audiences
	• belief, value and meaning from the cultural frame • concepts of art as the aesthetic building and defining of social identity Cross-cultural understanding	• identify and seek to explain how artists and audiences use cultural and community identities and social perspectives in making and responding to art • explain how critical and historical accounts provide a way to understand social conditions, perspectives and the social construction of meaning • consider how critical and historical accounts provide a way to understand how art can represent issues related to class, gender, ethnicity, politics, science, globalisation, technology, economics and the environment • identify and account for cultural orientations to art
	• belief, value and meaning from the structural frame • concepts of art as a system of symbolic communication through which particular forms of aesthetic information are transmitted	• identify and seek to explain how artists and audiences can read artworks as images or texts by understanding conventions including codes, symbols and signs and how these are embedded in the material and conceptual organisation of artworks • explain how critical and historical accounts provide a way to understand art as a system of symbolic communication through which particular forms of aesthetic information are transmitted • identify and account for structural orientations to art

Teaching, learning and assessment activities

Artmaking	Critical and Historical Studies
1 • The unit may begin with an excursion where students gather photographic resources based on the city as an aspect of the world. For example, students could visit an old industrial site, complete a city walk, take photographs and develop drawings exploring the different structures, spaces, surface qualities and viewpoints. • Students may collect materials from the site to be used in artworks or included in their Visual Arts diary as documentation of the visit. Through the aspects of the world that the students choose to investigate and record they establish a relationship with the world. **4** • Students make an initial selection and adaptation of their visual material choosing a photographic practice appropriate to their interests, intentions and abilities. • They present a portfolio of photographs enlarged in the darkroom or cropped and enlarged using a good quality colour and/or black and white photocopier or scanned and reproduced digitally. • Students are encouraged to begin the process of editing the images to emphasise compositional qualities and communicate a point of view about the city as utopia and in decline.	**2** • The teacher presents examples of different interpretations of the city as utopia and the city in decline. The teacher may present a brief overview of the cultural, economic and political significance of the city to the society in which the artworks were produced and ask the students to identify social meaning within the works. With later examples the students may be asked to speculate about the cultural attitudes to the city represented within the artworks. • Examples may include Raphael's *School of Athens*, a Renaissance example of the city as utopia; Nicki de St Phalle's (French Pop artist) *New York Alp*, a modernist example of the city in decline. Other examples include Leger's *The City*; Boccioni's *The City Rises*; Mondrian's *Broadway Boogie Woogie*. Other examples include Jeffrey Smart's *Sunday Morning 2* and Rosalie [illegible] *White City* as representations of the city in decline [illegible]a. [illegible] teacher should alert the students to those elements of composition and representation that can be read as symbolic indicators of meaning. Examples of this include order, symmetry, the arc, the grid, directional movement, asymmetry, decentring, chaotic accumulation, as well as viewpoint and effects of scale. **3** • Students write an introduction (400 words) to an upcoming exhibition based on the Modern City using the examples discussed. The exhibition must present a point of view that engages the audience in an experience of the cultural significance of representations of the city in artworks.

Planning and organising

Initiative and enterprise

Communication

Problem solving

Evidence of learning

2 Classroom discussion and oral responses demonstrate students' understanding of how different ideas about the city have been represented throughout art history.
3 Written response demonstrates student understanding of the cultural frame and the practice of critical writing.
4 Portfolio of photographs demonstrates students' understanding about how the qualities of aspects of the city can be communicated through selected images and the structural frame.

Feedback

2 Oral feedback from teacher during discussion.
3 Written feedback from teacher.
4 Oral feedback, written feedback in Visual Arts diary and teacher observation.

Initiative and enterprise

Teaching, learning and assessment activities	
Artmaking	**Critical and Historical Studies**
6 • Students use photographs, drawings and other materials collected and experiment with drawing media to produce a range of drawn works that communicate literally (through reference to the photographs) and symbolically (through material as metaphor) aspects of the city. • Students begin to develop a point of view about the city as utopia and about city in decline through the views/source material they choose and the mark and surface qualities of the materials they use and combine.	**5** Discussion of the Modern Utopian City. Teacher presents images and information about Mies Van der Rohe, the Bauhaus, The International School and Planned Cities such as Canberra and Brazilia. Students record key points about these architects and their relationship with particular cities and sites. • Students are encouraged to discuss the functions of architects and town planners within the context of civic society and the relationships that the public form, or have imposed upon them, as 'audiences' of public spaces. • Students build an account of the practice of various architects from a range of critical and historical writing, explaining and evaluating their intentions.
7 • Students use these initial experiments with media and subject matter to develop a series of large pastel drawings as their representations of the city as utopia. They may use cropped sections of their designs chosen using a viewfinder. • Students refine their artistic intentions by emphasising design, composition, colour and application of materials as aesthetic signs that communicate qualities associated with notions of the city as utopia. Students could focus on movement, dynamism and diagonal direction as metaphors for utopia as optimistic progress and vitality. • They may choose to explore horizontal expanse, horizon, symmetry and harmonic colour as metaphors for utopia and order and balance. Students select the best two drawings for presentation and exhibition.	**8** • Teacher presentation of examples of conventions of sculptural practice with a focus on modern and postmodern sculptural practices and Aboriginal totemic sculptures. These can include the use of non-traditional and recycled materials and found objects and construction techniques. Specific artists may include Robert Klippel, Duchamp, Nevelson, Tatlin, Schwitters.

Communication

Evidence of learning

5 Visual Arts diary entries demonstrate an understanding of the function, conventions and procedures of architects and their relationships to public spaces.
6 Experiments, drawings and photographs demonstrate an understanding of the symbolic use of materials and subject matter to represent aspects of the world.
7 Completed drawings demonstrate student understanding of drawing, mark making and compositional devices as a metaphor for ideas about the city.
8 Oral responses and class discussion demonstrate students' understanding of sculpture in the round, the use of found objects and construction techniques.

Feedback

5 Teacher provides oral feedback during discussion and writing activity.
6 Teacher observation and oral feedback.
7 Written feedback about drawings selected to represent a point of view about the city.
8 Teacher provides oral feedback during discussion of sculptures and sculptors.

Planning and organising

Communication

Teaching, learning and assessment activities	
Artmaking	**Critical and Historical Studies**
9 • Students are instructed to begin collecting materials for their sculpture. These may be found objects associated with metropolitan culture or scavenged materials with associations to city/industrial surfaces. In their Visual Arts diary they plan and design a freestanding sculpture, in response to their investigation of the city, incorporating found objects and a variety of construction techniques. They select and consider various materials as symbols to communicate aspects of urban decay and decline in the city. Students annotate their design and document their choices and decisions in their Visual Arts diary. **11** • Students make a totemic assemblage sculpture communicating their representation of the city in decline, using found objects and recycled materials. They reference modern and contemporary non-traditional sculpture as well as Indigenous totems to develop their works. • Students use a range of construction techniques including gluing, binding and nails in response to the needs of their sculpture. The works exploit three-dimensional qualities of form as well as surface and associative qualities of materials as metaphor for decline. • Students may choose to explore qualities such as dissolution, fragmentation, asymmetry and patination. • Bodies of work are exhibited, curated by the students to represent their practice, intentions and points of view about the city.	**10** • Individual research assignment and oral presentation based on a sculptor whose practice is of interest to or has influenced the student's artmaking. • Each student gives a five-minute presentation and one-page handout to the class, presenting views from critics and/or historians about the sculptor from their research into art writing. • Students must emphasise those aspects of the material practice of the artist that have influenced their own choice of materials and construction techniques and explain the relationships between the artist, the artwork and the world. Focus questions could include: – How does the artist make their artworks (influences, media and techniques, significant examples)? – How has the artist represented interests or a particular view of the world in a significant example of the artist's work? What materials and processes has the artist used to communicate meaning? – How do found materials exist as parts of the world and as representations of the world? – What meanings are communicated to an audience? – How do other audiences (critics, historians, journalists) view the artist's work?

Evidence of learning

9 Visual Arts diary entries demonstrate an understanding of planning, design and the conventions of sculptural practice. Experiments with techniques and combinations of materials demonstrate students' skills in construction and assemblage techniques and the selection of appropriate materials. Statement in Visual Arts diary reflects student's understanding of the symbolic use of materials to represent aspects of their world.

10 Oral presentation demonstrates students' ability to interpret an artist's practice through the conceptual framework and structural frame. Students demonstrate an understanding and knowledge of critical and historical writing as a means of informing an audience about an artist's practice.

11 Freestanding sculpture demonstrates students' knowledge and understanding of 3D forms in the round, and skills in assemblage techniques, the utilisation and treatment of surfaces and viewpoints. Exhibited body of work demonstrates student's understanding of relationships between artworks and the audience and an understanding of sustained artmaking practice to represent intentions and a point of view about the world.

Feedback

9 Teacher observation and oral feedback of design examples in students' Visual Arts diary. Oral feedback and observation of experiments with construction techniques.

10 Teacher provides written feedback.

11 Teacher observation and oral feedback during making of sculpture. Observation and written feedback in Visual Arts diary. Teacher feedback and discussion of selection of works for the body of work exhibition.

2.1.3.2 Music annotated sample unit of work

Stage 5 sample unit of work: Classical Music

Title: Classical Music

Year: 10

Duration: 10 weeks

Periods: 80 minutes of teaching time per week

Unit description

The unit provides a broad overview of the classical era in music. It is a context-based unit that provides a strong base for developing skills in composition through an integrated approach to the learning experiences of performing, composing and listening. The unit explores the form of theme and variations through Haydn's *Emperor Quartet Op 76, No 3, 2nd movement.*

This sample unit is part of a larger unit and is based on approximately four weeks of teaching time. Prior to this sequence of teaching and learning, students have undertaken a broad survey of the classical era, noting the main characteristics of music from this time. They have undertaken some score-reading, performed class arrangements of some pieces and listened to a broad range of repertoire from this time. They have examined some musical forms used in the classical era which leads into the work on theme and variations. Following this section of the unit, students go on to explore sonata form, using the first movement of Mozart's *Eine Kleine Nachtmusik* as both a basis for sonata form and a point of comparison in writing for string quartets.

This section of the larger unit shows how, in an integrated approach to teaching and learning, particular aspects may be given emphasis at different times. For example, there is a very heavy focus on listening at the beginning, moving into composition. Performance is not used as the focus of the unit but rather as a means to demonstrate learning in composition.

Sample Unit of Work: Classical Music **Focus of outcomes and content**			
	A student: 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness X 5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study 5.5 notates own compositions, applying forms of notation appropriate to the music selected for study 5.6 uses different forms of technology in the composition process X 5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study X 5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology and the interpretation and analysis of scores used in the music selected for study 5.10 demonstrates an understanding of the influence and impact of technology on music		
Focus	**Students learn to:**		**dents learn about musical concepts through:**
	• perform, individually and in groups, a range of repertoire and styles characteristic of the compulsory and additional topics studied		• recognising the use of musical concepts in a range of repertoire and styles characteristic of the compulsory and additional topics studied
	• perform, individually and in groups, musical compositions and arrangements characteristic of the compulsory and additional topics studied		• understanding how the musical concepts are used and manipulated in compositions and gements in a range of styles, periods and
	• perform and interpret music from a range of styles that use various forms of musical notation and technologies	X	rstanding and interpreting various forms of musical notation and the impact of technology on musical styles, periods and genres
X	• improvise and arrange individually and in groups in the styles of the compulsory and additional topics studied		improvising and arranging music in various styles, periods and genres
X	• improvise and compose individually and in groups musical ideas characteristic of the compulsory and additional topics studied		• creating individually and in groups compositions characteristic of the compulsory and additional topics studied
X	• notate compositional work using a range of notational forms and technologies	X	• notating compositions using various forms of traditional and non-traditional notation and technologies
X	• listen to, analyse and compare a range of repertoire characteristic of the compulsory and additional topics studied		• analysing and comparing music of various styles, periods and genres characteristic of the compulsory and additional topics studied
X	• identify, compare and discriminate between ways in which musical concepts have been used and manipulated in a broad range of repertoire	X	• identifying and discriminating between ways in which musical concepts have been used and manipulated
X	• interpret the range of repertoire used for listening and analysis	X	• interpreting and analysing a broad range of repertoire characteristic of the compulsory and additional topics studied

Teamwork

Communication Technology

Initiative and enterprise

Problem solving

Integrated learning experiences, instruction and assessment	P	C	L	Evidence of learning	Feedback
• All students learn to play the theme from the 2nd movement on their instrument or voice. • Students perform classroom arrangement of theme, with students divided into four groups (each group taking on a different part). • In groups of four students, representing the four parts, groups perform the theme from this movement for the class.	✓ ✓ ✓			*Students are able to [illegible] Students [illegible] perform other parts and display part independence when performing in an ensemble.*	*Teacher observation of students' ability to perform the theme and other selected parts independently and display part independence in ensemble situations.*
• Students listen to and read the score of the theme. • Students note the performance directions and ornaments used in this section of the movement and research their meaning.			✓ ✓	*Students are able to follow score with recording. They are able to identify and define the terms:* *Poco adagio* *Cantabile* *Dolce* *Turns* *fz* *p* *appoggiatura.*	*Written annotations of student work.*
Students listen to Variation 1 and aurally observe the differences between the variation and theme, focusing particularly on texture. • Students listen to Variation 2 and aurally observe the differences between the variation and theme, focusing particularly on tone colour and duration (rhythm). • Students listen to Variation 3 and aurally observe the differences between the variation and theme, focusing particularly on tone colour. • Students listen to Variation 4 and aurally observe the differences between the variation and theme, focusing particularly on pitch (tonality, range and register, chromaticism) and structure.			✓ ✓ ✓ ✓	*Variation 1: students recognise the change in texture and the violin 1 counter melody.* *Variation 2: students recognise the change in tone colour (cello melody) and the use of syncopation in Violin 1.* *Variation 3: students recognise the change in tone colour (viola melody).* *Variation 4: students recognise the changes in pitch (begins in E minor, from 2nd phrase an octave higher, more chromatic harmony) and structure (use of coda).*	*annotations on students' aural observations of each of the variations played.*

Teamwork

Communication

Communication

2. Employment Related Skills in the Classroom

Integrated learning experiences, instruction and assessment	P	C	L	Evidence of learning	Feedback
• Students brainstorm the techniques Haydn used to provide variation and contrast between the theme and each of the variations. • Students describe other ways that composers might vary music (eg ornamentation, articulation, changing metre, changing tempo, changing harmony, variations to the combination of sound sources).			✓ ✓	*Students respond with variations in concepts such as duration, tone colour, texture, pitch and structure as well as other features such as providing unity and contrast.*	*Verbal prompting and feedback to class on the techniques the class has identified.*
• Teacher provides students with printed music and students perform *The Streets of Forbes* on their voice or instrument as preparation for the composition task. • Students reflect upon the techniques that Haydn used in his work in order to create two variations on *The Streets of Forbes*. • Individually students compose and notate two variations, including on their score all appropriate performance directions: Variation 1 – theme with a counter melody Variation 2 – theme varied through the exploration of duration (eg use of syncopation, change/s in tempo, altering rhythmic values, change in metre) • Teacher assists students, where necessary. • Students individually perform variations for another student in the class in order to receive peer feedback. • Students refine variations as a result of feedback.	✓ ✓	✓ ✓	✓ ✓	*Students successfully perform* The Streets of Forbes. *They are able to consider how they might use some of the techniques learnt from the Haydn quartet and they incorporate these into the two variations. Students compose, rehearse and are able to perform their variations.*	*Teacher's informal observations and assistance with work in progress.* *Peer evaluation of the performance of the works-in-progress.*
• In pairs, students perform refined variations for class. One student to perform original while the other performs their own variations. Students then swap roles. • Students perform variations for whole class and reflect on their performance and the success of their variations. • Students submit score of their variations for assessment.	✓ ✓	✓	✓	*Students are able to perform their own variations displaying part independence in an ensemble situation and reflect upon the success of their own variations.*	*Self-evaluation of the success of variations.* *Teacher evaluation of printed score.*

Initiative and enterprise

Teamwork

2.2 *The Employment Related Skills Logbook*

The Employment Related Skills Logbook is a central element of the NSW Government's *School to Work: Creating Future Pathways*. This logbook has been developed as a means of enhancing students' understanding of the employment related skills they are developing at school and in the community throughout their school years and recording their individual school to work transition planning.

The logbook is a:

- planning tool for students to document employment related skills
- tool for teachers/schools to monitor a student's personal growth and responses to their current learning and future choices
- source of vocational and enterprise learning activities
- source of career/transition references
- tool that encourages students to self-manage their personal career journey
- storage folder for certificates and other important documents
- resource to help students prepare a résumé
- useful tool for schools to use when writing school leaver references.

A CD-ROM is provided in each logbook which contains electronic templates of all pages, allowing teachers and students to print off additional pro-formas and edit pages to suit students' needs.

The Employment Related Skills Logbook is a flexible resource for students to collect evidence and document their vocational learning experiences. Each logbook will vary in its collection of content as each individual student has different ideas and aspirations for their future. Ideally, the logbook should be a mix of teacher-directed materials and evidence of student's self-managed transition planning and skills development.

2.2.1 Why use the logbook?

Use of the logbook is consistent with the key directions of the Board of Studies *K-10 Curriculum Framework* and new syllabuses. It is a tool which supports the implementation of the *Work, Employment and Enterprise* cross-curriculum content statement in all new Years 7-10 syllabuses.

The logbook:

- provides teachers with a practical tool for engaging students in self-assessment and peer-assessment, which are features of the new Years 7-10 syllabuses. Such exemplary assessment practices provide opportunities for students to assume responsibility for their own learning which provides a sound basis for personalised learning
- supports teachers in implementing vocational learning across all Stage 5 and 6 key learning areas in line with the *Key Competencies*
- supports the *Quality teaching in NSW public schools* model by enabling classroom teachers to demonstrate to students how their subject develops the skills needed for life after school. It enhances the relevance of all activities students participate in during their school years both inside and outside the classroom
- addresses the demand from employers worldwide for young people to develop generic work skills
- supports contemporary career development practice, which encourages all individuals to develop the capacity to self-manage their careers from a young age.

2.2.2 What's new in the 2005 logbook?

The logbook has been updated to reflect feedback provided by schools. Below is a list of the major changes:

- **Revised employment related skills for Years 9-12**
  The new employment related skills are based on the Employability Skills Framework developed by a project that gathered the views of industry on the critical generic skills required to facilitate employability in Australian workplaces.
- **A description of each skill and how it is demonstrated in the classroom context**
  It is crucial that students have the ability to articulate how they have demonstrated these skills throughout their school and community experiences.
- **New enterprise learning section**
  Activities in this section centre on enterprising attributes and students identifying those attributes within themselves.
- **Revised log sheets**
  The new format allows students to describe the learning experience, identify employment related skills, record examples of how skills were demonstrated and then reflect on the activity or process. The new format assists students to self-manage the process.
- **Improved student instructions and activities**
  Instructions allow students to complete activities independently and self-manage the use of the logbook away from school. Of particular interest are the step-by-step instructions for using the Summary section.
- **Graphics to enhance appeal to students**
  The revised pages are visually appealing for students and show a mix of illustrated pages and plain pages.
- **Introduction section renamed Student section**
  Student section better reflects the focus on providing students with activities relating to self and career exploration to enable them to plan for their futures.
- **CD-ROM supplied with each logbook**
  All templates are provided in Microsoft Word format.
- **New press binder fitting to fasten the Résumé Section.**

2.2.3 *The Employment Related Skills Logbook* overview

The Employment Related Skills Logbook content is designed to encourage students to identify and record their vocational learning experiences. There are eight sections of the logbook which are: Student, Classroom, School & Community, Workplace Learning, Enterprise Learning, Summary, Blank and Résumé. The overview below provides teachers with information regarding the intention of each section and includes suggested strategies for use and guides to facilitation.

Student Section	
Overview	**Who?**
• Contains activities relating to self and career exploration. This section can be used by schools to monitor students' progress with their current learning and its relevance to future choices. • Students can use this section to file research materials and activities regarding their planning processes for their futures. • The Student Section can also be used in careers lessons.	May be facilitated by: • members of the School to Work team • Year adviser • careers adviser.
What's in the Student Section?	**Suggested strategies for using the Student Section**
This Is Me Now activity	An activity for students to reflect on their current life situation and where they would like to be in the future. It is a starting point for students in their school to work planning.
Career research activity using the *myfuture* website	An introduction to the website **www.myfuture.edu.au.** Printed sheets from the *My Guide* section of the website can be stored in the Student Section of the logbook (eg *My Summary*).
Action Plan for students to familiarise them with the process of goal setting	The Action Plan is designed for students to complete at the start of a year, semester, term, week or day. It's a flexible activity that can assist students in their planning processes. There is also an Action Plan in the *My Guide* section of **www.myfuture.edu.au** under *Planning*.
Tracking Sheets for Years 9-12	The Tracking Sheets can be used for school-based tracking, school to work interview processes and student's personal use. The preliminary and HSC Tracking Sheets also monitor subject selection to align with NSW Board of Studies requirements.
Exit Plan for school leavers	The Exit Plan can be worked through with a student who is thinking of leaving or will be leaving school. Designed to be completed and actioned in the last few weeks of school. Students can also file their Student Feedback Report from the *School to Work Program Student Survey* in the Student Section.

2. Employment Related Skills in the Classroom

Classroom Section	
Overview	**Who?**
Introduces the process of logging employment related skills (ERS). The Classroom Section enables teachers to incorporate vocational learning outcomes into their lessons.	• Facilitated by Key Learning Area (KLA) teachers. It is intended that classroom teachers incorporate the process of logging ERS into their teaching programs. • KLA teachers have discretion as to the frequency of logging ERS in their lessons.
What's in the Classroom Section?	**Suggested strategies for using the Classroom Section**
Employment related skills in the classroom for Years 9-12	Definitions for each of the ERS to enhance students' understanding of what they mean. This page can be a reference to assist in completing log sheets.
Activities and examples of employment related skills in the classroom for Years 9-12	Teacher and student examples of how to document ERS demonstrated by students in the classroom. They are preliminary activities and sources for logging ERS.
Sample classroom log sheet	A worked example to assist students in understanding how to log ERS developed in their courses.
Classroom log sheets	Used by students to log the ERS learned in the classroom. Students reflect on the Classroom Activity, Topic, Assignment or Unit then document how three ERS were demonstrated. Students can also reflect on the learning experience.
Computing skills student/teacher assessment	This is a checklist of the skills that students would be expected to display as a result of the ICT cross-curriculum content statement in all new Years 7-10 syllabuses. It assists KLA teachers to determine the extent to which ICT content is addressed in their programs. The resource *ReCaP* provides many student activities on employability skills which align with ERS outlined in the logbook.

School & Community Section	
Overview	**Who?**
• This section gives students the opportunity to record and document their participation in activities outside the classroom and log the employment related skills (ERS) developed in those activities. • It is assumed that students have worked through the Classroom Section and are familiar with the process of logging ERS. The intention is for students to be confident to self-manage logging their ERS for school and community activities.	May be facilitated by: • classroom teacher • careers adviser • Year adviser • School to Work team member.
What's in the School & Community Section?	**Suggested strategies for using the School & Community Section**
Summary of participation and achievements	A checklist for students to list the school and community activities that they have participated in. It may also prompt students to become involved in activities that they may not have thought of.
School & Community log sheet	Same format as the Classroom log sheet. See notes under Classroom log sheet.

Workplace Learning Section	
Overview	**Who?**
• This section gives students the opportunity to focus on the ERS developed through workplace learning experiences. • The intention is for students to work through this section at the time of participation in workplace learning.	May be facilitated by : • careers adviser • VET teacher • School to Work team member.
What's in the Workplace Learning Section?	**Suggested strategies for using the Workplace Learning Section**
Examples of workplace learning	This page is to prompt discussion regarding examples of workplace learning. It includes a list of personal attributes that employers seek in employees as well as providing examples of ERS gained from workplace learning.
Workplace learning research	This activity is designed to assist students to make informed decisions about their workplace learning and focus on what they would like to get out of the experience.
Workplace learning log sheet	Similar to other log sheet pro-formas. This sheet incorporates details of the employer and workplace.

Enterprise Learning Section	
Overview	**Who?**
A new section in the 2005 version of the mainstream logbook. This section highlights the value of authentic learning through enterprise education. It also provides activities and links to many useful resources and programs. This section may also house other worksheets/information/resources relating to enterprise learning. **Note:** Section 5 of the resource *ReCaP* contains a section on enterprise learning and activities that could be used in conjunction with those in the logbook.	May be facilitated by: • KLA teachers • careers advisers • School to Work coordinators • students, who may take the initiative to research enterprise activities and programs themselves and participate.
What's in the Enterprise Learning Section?	**Suggested strategies for using the Enterprise Learning Section**
An enterprising person	A series of attributes that contribute to an enterprising person. This page can be used to discuss the nature of enterprise learning.
Enterprise profile	A research activity for students to understand the attributes and qualities of an enterprising person. The profile prompts students to write about the person's job/role and look at all the varied activities the person is involved in. Students can use the internet or interviews to compile the relevant information.
Student enterprise survey	The survey was designed as an assessment tool through the *Enterprise Education Research Project* (DEST 2004). Students can complete the questionnaire to assess their enterprising attributes so they gain an insight into their strengths and areas for development.
Enterprise survey evaluation	The survey evaluation is an opportunity for students to look at their responses from the survey and reflect on their strengths and areas for development.
Project based enterprise learning	A project based enterprise learning activity.
Enterprise activities	Examples of enterprise learning activities sorted by KLA.
More enterprise activities	Enterprise web site resources.
Enterprise learning log sheets	Students use these sheets to log their employment related skills demonstrated through enterprise learning activities.

Summary Section	
Overview	**Who?**
This section allows students to summarise their employment related skills (ERS) by collating skills from all their log sheets.	May be facilitated by: • careers adviser • VET teacher • School to Work team member.
What's in the Summary Section?	**Suggested strategies for using the Summary Section**
Summary of employment related skills	These pages are for students to collate their ERS from all completed log sheets. This process will enable students to create a dossier of ERS to be used in the preparation of résumés, applications for jobs or for further education.
Blank Section	
Overview	**Who?**
The Blank Section is an area for students to file additional activities related to their transition planning. These may include: • specific vocational learning classroom activities • logbook assignments and or homework • work for *The Real Game* series • **www.myfuture.edu.au** research or • any careers related research. The statement page after the cardboard tab is meant to be taken out once the space is used. Students can write the title of this section on the cardboard tab.	This section may be student or teacher managed.

myfuture
Australia's career information service
myfuture.edu.au

the Real game series™

Résumé Section	
Overview	**Who?**
The Résumé section helps students write a résumé and compile their portfolio.	May be facilitated by: • KLA teacher • careers adviser • Year adviser.
What's in the Résumé Section?	**Suggested strategies for using the Résumé Section**
Tips for setting out a résumé/portfolio	This page outlines a few tips for students as a starting point for discussion on how to plan or write a résumé. For further information students can log on to **www.myfuture.com.au.**
Résumé cue cards	These are designed to be cut up into squares and are "reminders" for where documents are to be filed in the future. These pages are a guide to help students write their résumé. Students should be encouraged to look at different types and formats of résumés to create an individual document.

2.2.4 Models of logbook implementation in schools

There is no single or preferred model for implementation of the *Employment Related Skills Logbook* as each school responds to the diverse needs of their students.

Ultimately, the goal is for students to be competent self-managers of their career path and planning and this would include, as a key element, effectively using and managing the logbook. The guidance and support of teachers in this process is critical to individual student success.

The models below indicate how the logbook is currently being managed by schools.

MODEL 1	The classroom unit is taught to students through a variety of learning and assessment strategies. Logging of employment related skills is completed at the end of the unit and the log sheet is filed into the logbook.
MODEL 2	Logging of employment related skills is completed once a week throughout the unit of work. Various activities and/or assignments are logged and log sheets are filed in the logbook.
MODEL 3	Unit of work is taught to students. Careers adviser manages the logging of employment related skills of selected lessons/subjects in careers lessons.
MODEL 4	The school timetables a *School To Work* week, once a term. Employment related skills are logged in each lesson for the duration of that week.

2.2.5 Teacher examples: Logging employment related skills in the classroom

Music Stage 5

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing Music Stage 5 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit

Topic: Theatre Music

Outcomes: 5.1, 5.4

Activity: Composition and performance in small groups

Employment Related Skills ☑

☐ Self-management	☑ Initiative and enterprise	☐ Learning	☑ Communication	☐ Cross-cultural understanding
☑ Teamwork	☑ Planning and organising	☑ Problem solving	☐ Technology	

Describe how three of these skills were demonstrated

Students can … /Students are able to … /Students know how to …

Skill: *Planning and organising*

- *make decisions relating to available sound sources and individual skills*
- *use graphic andlor traditional notation to organise and record ideas*
- *rehearse for performance*

Skill: *Teamwork*

- *express ideas and work collaboratively in the composition process*
- *take responsibility as part of an ensemble in the performance of a composition*

Skill: *Problem solving*

- *explore, experiment, improvise, organise and arrange sounds to create a composition*
- *reflect on performance of composition and make appropriate changes*

Reflection on Learning Experience ☑

Comment on one or more of the following:

☑ areas of success	☐ areas for improvement	☐ further research

- *Students work with others to create a musical composition using available sound sources.*
- *Students can perform, as part of an ensemble, an original work representing Theatre Music.*

Drama Stage 5

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing Drama Stage 5 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit				
5.1 Explore the Commedia D'ell Arte performance style				
Employment Related Skills ☑				
☐ Self-management	☑ Initiative and enterprise	☑ Learning	☑ Communication	☐ Cross-cultural understanding
☑ Teamwork	☑ Planning and organising	☐ Problem solving	☑ Technology	
Describe how three of these skills were demonstrated *Students can … /Students are able to … /Students know how to …*				

Skill: *Learning*

- *use the Internet, school library and school resources to carry out investigations*
- *make connections between existing knowledge and understanding*
- *explore the form, conventions and techniques of stock characters*

Skill: *Communication*

- *communicate ideas and information*
- *create improvisations as a result of researched information*
- *create scenarios, using masks to convey meaning*

Skill: *Teamwork*

- *respect the work of others while performing as a group*
- *use initiative and drive to complete the task*
- *cooperate and collaborate as appropriate*

Reflection on Learning Experience ☑ *Comment on one or more of the following:*		
☑ areas of success	☐ areas for improvement	☐ further research

- *Through specific research students gain a better understanding of this aspect of drama.*

2. Employment Related Skills in the Classroom

Dance Stage 5

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing Dance Stage 5 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit				
5.2.1, 5.2.2: Shapes in Space.				
Employment Related Skills ☑				
☐ Self-management	☑ Initiative and enterprise	☑ Learning	☑ Communication	☐ Cross-cultural understanding
☑ Teamwork	☑ Planning and organising	☐ Problem solving	☐ Technology	
Describe how three of these skills were demonstrated *Students can … /Students are able to … /Students know how to …*				
Skill: *Learning*	• *learn about the elements of dance* • *develop greater kinaesthetic awareness of the body in space* • *learn about the importance of shapes on the stage* • *become aware of the importance of spatial design*			
Skill: *Communication*	• *learn how dance is a means of communication* • *use of dance terminology to express ideas*			
Skill: *Teamwork*	• *be aware and respectful of the actions of others* • *co-operate and collaborate when appropriate*			
Reflection on Learning Experience ☑ *Comment on one or more of the following:*				
☑ areas of success	☐ areas for improvement	☐ further research		
• *Students became aware that shape is one of the important elements of dance and can apply this to performance.*				

2. Employment Related Skills in the Classroom

Visual Design Stage 5

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing Visual Design Stage 5 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit

5.2 Power, Publicity and Propaganda.

Design Brief: Magazine Cover.

Employment Related Skills ☑

☐ Self-management	☑ Initiative and enterprise	☐ Learning	☑ Communication	☑ Cross-cultural understanding
☐ Teamwork	☑ Planning and organising	☑ Problem solving	☑ Technology	

Describe how three of these skills were demonstrated

Students can … /Students are able to … /Students know how to …

Skill: *Planning and organising*

- *use the Internet, magazines and newspapers as a source of ideas*
- *explore type styles, words and images in relation to graphic qualities and meanings*
- *decide on strategies needed to produce an image with visual and emotional impact*

Skill: *Communication*

- *consider the role of the audience when viewing the final image*
- *be aware that printed media relates to beliefs, values and social identity*

Skill: *Technology*

- *collect, photograph or scan images that relate to aspects of power*
- *use a digital graphics program to manipulate images and text for final print of magazine cover*

Reflection on Learning Experience ☑

Comment on one or more of the following:

☑ areas of success	☐ areas for improvement	☐ further research

- *Students can confidently manipulate a digital camera, scanner and digital graphics program.*
- *Students are more aware of the power of the printed form in the communication of ideas.*

2. Employment Related Skills in the Classroom

Visual Arts Stage 5

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing Visual Arts Stage 5 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit				
5.1, 5.2, 5.6 Portrait: A search for Identity.				
Employment Related Skills ☑				
☑ Self-management	☑ Initiative and enterprise	☐ Learning	☑ Communication	☑ Cross-cultural understanding
☐ Teamwork	☑ Planning and organising	☑ Problem solving	☐ Technology	
Describe how three of these skills were demonstrated *Students can … /Students are able to … /Students know how to …*				
Skill: *Planning and organising*	• *collect images and information on what creates the subject's identity* • *explore materials and techniques that would best suit the subject's identity* • *decide on strategies needed to produce an image with visual and emotional impact*			
Skill: *Communication*	• *consider what is to be communicated to the audience about the subject* • *understand that the audience may vary in their interpretations of the portrait*			
Skill: *Self-management*	• *maintain a Visual Diary with thorough documentation of the development of the work* • *reflect and seek opinions on the progress of the work and be prepared to respond to suggestions*			
Reflection on Learning Experience ☑ *Comment on one or more of the following:*				
☑ areas of success	☐ areas for improvement	☐ further research		
• *Students maintained a Visual Diary to document their work.* • *Students understand the need in Visual Arts to choose materials and techniques that help to convey meaning.*				

Photographic and Digital Media Stage 5

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing Photographic and Digital Media Stage 5 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit

5.1, 5.2 Shapes and Shadows: Darkroom Techniques.

Employment Related Skills ☑

☑ Self-management	☑ Initiative and enterprise	☑ Learning	☑ Communication	☐ Cross-cultural understanding
☐ Teamwork	☑ Planning and organising	☑ Problem solving	☑ Technology	

Describe how three of these skills were demonstrated

Students can … /Students are able to … /Students know how to …

Skill: *Learning*

- *decide on strategies and techniques needed to produce photographic images with visual and emotional impact*
- *learn darkroom procedures*

Skill: *Communication*

- *consider the impact of the image on the audience and explore compositional changes such as cropping or enlarging*
- *discuss the emotional power of light effects*

Skill: *Problem solving*

- *assess photographs and create a list of any technical problems using this to produce a chart for troubleshooting along with possible solutions*

Reflection on Learning Experience ☑

Comment on one or more of the following:

☑ areas of success	☐ areas for improvement	☐ further research

- *Students confidently produced a black and white photograph in the darkroom.*
- *Students understood the impact of light and shadow in photographs.*

2. Employment Related Skills in the Classroom

Music Stage 6

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing Music Stage 6 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit				
Topic: An Instrument and its Repertoire *Outcome: P1* *Activity: Performance – solo or ensemble*				
Employment Related Skills ☑				
☑ Self-management	☑ Initiative and enterprise	☑ Learning	☑ Communication	☑ Cross-cultural understanding
☐ Teamwork	☑ Planning and organising	☑ Problem solving	☑ Technology	
Describe how three of these skills were demonstrated *Students can … /Students are able to … /Students know how to …*				
Skill: *Self-management*	• *select appropriate repertoire and recruit suitable ensemble members where necessary* • *develop rehearsal strategies to master technical and musical challenges in preparation for the final performance*			
Skill: *Learning*	• *make connections between existing knowledge and understanding* • *develop new skills and performance techniques*			
Skill: *Planning and organising*	• *organise and implement a rehearsal schedule* • *plan and organise appropriate facilities, equipment and suitable performance time*			
Reflection on Learning Experience ☑ *Comment on one or more of the following:*				
☑ areas of success	☐ areas for improvement	☑ further research		
• *Students confidently perform a work on their chosen instrument.* • *Students listen to works in a variety of styles, periods and genres, featuring their chosen instrument, and evaluate the performances.*				

2. Employment Related Skills in the Classroom

Drama Stage 6

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing Drama Stage 6 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit				
P1 Create a group performance of 8 -12 minutes.				
Employment Related Skills ☑				
☑ Self-management	☑ Initiative and enterprise	☐ Learning	☑ Communication	☐ Cross-cultural understanding
☑ Teamwork	☑ Planning and organising	☑ Problem solving	☐ Technology	
Describe how three of these skills were demonstrated *Students can … /Students are able to … /Students know how to …*				
Skill: *Planning and organising*	• *decide on strategies needed to produce the desired performance* • *plan and organise movement and dialogue* • *consider technique and style*			
Skill: *Communication*	• *generate dramatic meaning by using creative ideas and processes* • *communicate ideas and information through imaginative performance*			
Skill: *Teamwork*	• *work with others in a team and respect their contributions* • *be flexible when working in a group, work towards a shared goal*			
Reflection on Learning Experience ☑ *Comment on one or more of the following:*				
☑ areas of success	☐ areas for improvement	☐ further research		
• *Students confidently work with a group to present a short performance.*				

2. Employment Related Skills in the Classroom

Dance Stage 6

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing Dance Stage 6 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit				
P3.2. P3.4, P3.5 Communicating ideas.				
Employment Related Skills ☑				
☑ Self-management	☑ Initiative and enterprise	☐ Learning	☑ Communication	☐ Cross-cultural understanding
☐ Teamwork	☑ Planning and organising	☑ Problem solving	☐ Technology	

Describe how three of these skills were demonstrated
Students can … /Students are able to … /Students know how to …

Skill: *Problem solving*
- *look for appropriate solutions to problems by considering the best way to respond to a stimulus*

Skill: *Communication*
- *use the elements to create and structure movement to express ideas*
- *develop a personal style*

Skill: *Planning and organising*
- *plan and organise movements, dependent on choice of style and theme*
- *identify and assess opportunities*
- *collaborate with others as necessary and respect their choices*

Reflection on Learning Experience ☑
Comment on one or more of the following:

☑ areas of success	☐ areas for improvement	☐ further research

- *Through practice, observation and reflection, students were able to communicate ideas in the composition of a dance work.*

Visual Design Stage 6

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing Visual Design Stage 6 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit

DM4, CH1 Design brief: Create an original piece of clothing that reflects a current social or political issue.

Employment Related Skills ☑

☐ Self-management	☑ Initiative and enterprise	☐ Learning	☑ Communication	☑ Cross-cultural understanding
☐ Teamwork	☑ Planning and organising	☑ Problem solving	☐ Technology	

Describe how three of these skills were demonstrated

Students can … /Students are able to … /Students know how to …

Skill: *Planning and organising*

- *use the Internet, magazines and newspapers as a source of ideas and opinions on current affairs*
- *explore different ways of communicating ideas through a range of techniques and design used in relation to meaning*
- *decide on materials and equipment needed to produce an image with visual impact*

Skill: *Communication*

- *consider audience understanding when viewing the final image*
- *be aware that the issues raised may be subject to controversy and public discussion*

Skill: *Problem solving*

- *identify technical or artistic problems and seek out the most appropriate solutions*
- *document solutions to problems in the visual diary*

Reflection on Learning Experience ☑

Comment on one or more of the following:

☑ areas of success	☐ areas for improvement	☐ further research

- *Students successfully completed a design brief from idea to production.*
- *Students are aware of the ability of designed objects to be innovative and sometimes controversial.*

2. Employment Related Skills in the Classroom

Visual Arts Stage 6

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing Visual Arts Stage 6 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit				
P2, P3 Case Study: Feminism in Art.				
Employment Related Skills ☑				
☐ Self-management	☑ Initiative and enterprise	☑ Learning	☐ Communication	☑ Cross-cultural understanding
☐ Teamwork	☑ Planning and organising	☑ Problem solving	☐ Technology	
Describe how three of these skills were demonstrated *Students can … /Students are able to … /Students know how to …*				
Skill: *Planning and organising*	• *research Feminism in Art from a wide range of sources such as texts, Internet and articles* • *organise information appropriate to the agencies of the conceptual framework* • *plan notes to reflect different points of view to correlate to the four frames*			
Skill: *Learning*	• *investigate the role and representation of women throughout history* • *learn about the approach of post modern artists using a range of examples*			
Skill: *Cross-cultural understanding*	• *investigate the contribution of different cultures to the role and representation of women in art* • *explore how meanings changes according to cultural context*			
Reflection on Learning Experience ☑ *Comment on one or more of the following:*				
☑ areas of success	☐ areas for improvement	☐ further research		
• *Through thorough investigation students have a sound understanding of Feminism in Art.* • *By practising essay writing students will better interpret questions using this case study.*				

Photography, Video and Digital Imaging Stage 6

The following example show some of the employment related skills developed by students as a result of their participation in activities or topics addressing Photographic and Digital Media Stage 6 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit				
M5: Production of a 3 minute promotional documentary video 'My School Rules'.				
Employment Related Skills ☑				
☐ Self-management	☑ Initiative and enterprise	☐ Learning	☑ Communication	☑ Cross-cultural understanding
☑ Teamwork	☑ Planning and organising	☑ Problem solving	☑ Technology	

Describe how three of these skills were demonstrated

Students can … /Students are able to … /Students know how to …

Skill: *Planning and organising*

- *seek permission to film and interview in different areas of the school*
- *consider a variety of filming strategies*
- *organise equipment needed, cameras, microphones, battery packs etc*

Skill: *Initiative and enterprise*

- *ask probing questions of those interviewed for the video*
- *be ready to film unusual or important events*

Skill: *Teamwork*

- *discuss ideas in groups, valuing the opinions of others*
- *give all members of the team a chance to contribute to both technical and artistic aspects of production*

Reflection on Learning Experience ☑

Comment on one or more of the following:

☑ areas of success	☐ areas for improvement	☐ further research

- *Students confidently manipulated a video camera to capture interesting footage.*
- *Students produced a video that showed positive aspects of the school.*

2. Employment Related Skills in the Classroom

Ceramics Stage 6

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing Ceramics Stage 6 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit				
CH1, M2 Series of Ceramic Works based on the study of a Master Potter.				
Employment Related Skills ☑				
☑ Self-management	☑ Initiative and enterprise	☑ Learning	☑ Communication	☐ Cross-cultural understanding
☐ Teamwork	☑ Planning and organising	☑ Problem solving	☑ Technology	

Describe how three of these skills were demonstrated
Students can … /Students are able to … /Students know how to …

Skill: *Learning*
- *learn from design features, materials and techniques used*
- *practise and develop the necessary skills needed to produce the desired ceramic forms*

Skill: *Planning and organising*
- *organise equipment, materials and facilities to allow work to proceed*
- *collect and select relevant information about the art practice of a master potter*

Skill: *Problem solving*
- *identify problems and seek out appropriate solutions*
- *look for alternate methods of production, materials or tools, if original plans are unsuccessful*

Reflection on Learning Experience ☑
Comment on one or more of the following:

☐ areas of success	☑ areas for improvement	☑ further research

- *Through an organised routine of practice, students can improve their ceramics technique.*
- *By researching other master potters, students can broaden their skills and knowledge.*

2.2.6 Teacher activity: Logging employment related skills in the classroom

Using the examples provided in this section:

1. Identify an activity, topic, assignment or unit of work you teach to your students
2. Of the nine employment related skills, tick the ones that you feel students have demonstrated in this activity/topic/assignment/unit
3. Choose three of these skills and describe how each skill has been demonstrated (refer to 5.1 *Employment related skills and their elements*)
4. Reflect on students' learning and identify an area of success, of further improvement or further research that you feel students can document.

This is the process that students undertake in documenting their employment related skills in their *Employment Related Skills Logbook.*

Classroom Activity, Topic, Assignment or Unit				
Employment Related Skills ☑				
☐ Self-management	☐ Initiative and enterprise	☐ Learning	☐ Communication	☐ Cross-cultural understanding
☐ Teamwork	☐ Planning and organising	☐ Problem solving	☐ Technology	
Describe how three of these skills were demonstrated *Students can … /Students are able to … /Students know how to …*				
Skill: _____ Skill: _____ Skill: _____				
Reflection on Learning Experience ☑ *Comment on one or more of the following:*				
☐ areas of success	☐ areas for improvement	☐ further research		

3. Student Vocational Learning Activities

"Vocational learning is general learning that has a vocational perspective. It includes elements such as general employability skills, enterprise education, career education and community and work-based learning. All students should experience vocational learning at each year level throughout their schooling."

MCEETYA framework for vocational education and training in schools – policy directions (2001)

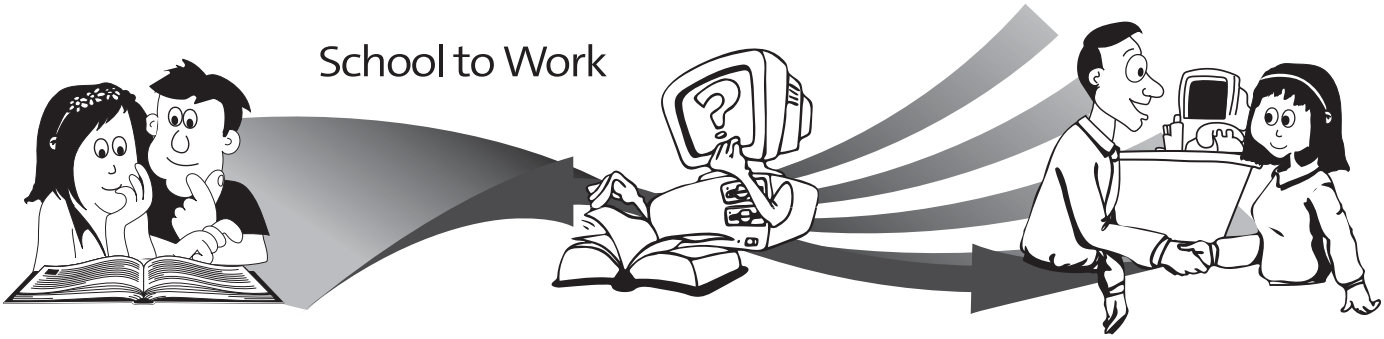
3.1 Creative Arts student activities

Vocational learning is every teacher's business and it should be integrated into everyday teaching and learning. Effective teaching and learning is enhanced by providing access to environments within and beyond the classroom which link student learning to personal, social and work contexts. Students need to have an understanding of the work environment, career options and career pathways, life-long learning and how their employment related skills support both career and life pursuits.

The following pages provide student activities and a teaching unit to support you in incorporating vocational learning in your curriculum. This material has been developed by your colleagues as a starting point for you to create and develop other curriculum activities that support vocational and enterprise learning for your students.

For additional vocational learning activities, please refer to the 2003 edition of *Vocational Learning in Creative Arts*.

3.1.1 EDUCATION AND TRAINING PATHWAYS



COMPULSORY EDUCATION YEAR 10

HSC

General and Vocational courses
Vocational Education and Training courses include: TAFE VET and SCHOOL VET and School based part-time traineeships.

credit transfer

TAFE
Year 10
TAFE entry

UAI

UAI not as anticipated

No UAI

UAI not as anticipated

credit transfer

UAI as anticipated

credit transfer

University linked Course or College

Bridging course alternative entry course/program/ college with direct credit links

Private College
Certificate or Diploma

credit transfer

TAFE
Year 12
TAFE entry

Certificate or Diploma

Work
plus on-the-job training

EG: Traineeship Apprenticeship or Cadetship

Certificate Diploma or Degree

credit transfer

University

credit transfer

credit transfer

University (Full fee paying)

University Degree

credit transfer

credit transfer

JOB

TRADE

ENTERPRISE

WORK

OFFICE

CAREER

PROFESSION

3.1.2 Education and Training Pathways

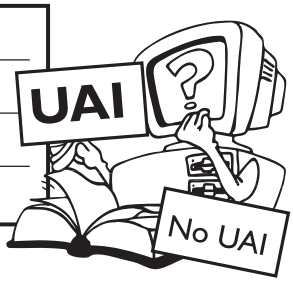
FOR A CAREER RELATING TO ***Creative Arts***

Student Activity:

1. Go to the bottom of the page. Write in the name of an interesting job or career that relates to the field of Creative Arts.
2. Write your school subjects in the boxes provided.
3. Refer to the Education and Training Pathways sheet and do some research on courses that may lead to your chosen career.
4. Draw arrows from the subject boxes to map two pathways that lead to this career.
5. Fill in the shaded boxes with the information you find.

MY SCHOOL CERTIFICATE SUBJECTS

MY HSC COURSES



TAFE
Year 10 entry certificate
Course Name:
Campus:

Private College
Course Name:
College:

University linked Course or College
Course Name:
University linked to:

TAFE
Year 12 or equivalent entry
Course Name:
Campus:

Work
plus on-the-job training
Industry:
Training Program:

University
Course Name:
University:
Approximate UAI range:
Prerequisites:

A job or career that sounds interesting to me:

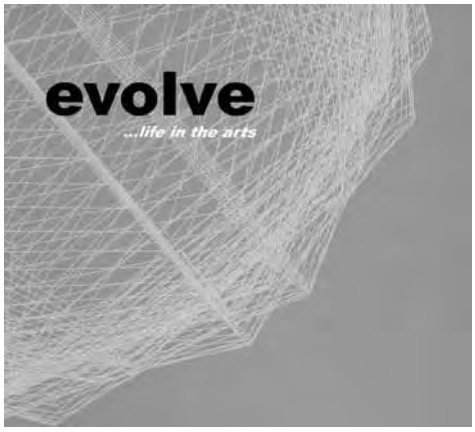
As you can see, there is more than one way to get into any career

3.1.3 *evolve... life in the arts* CD-ROM

evolve ... life in the arts is a career planning resource for people considering working in the arts and design industry.

This DET developed CD-ROM was sent to all NSW government secondary schools in 2002.

Start this CD-ROM and answer the following questions:



Introduction

Click on 'Introduction' and list three quotes/facts about working in the arts and design industry.

1.

2.

3.

In the studio

Click on 'In the studio'. Choose three different types of artists from the 12 listed below who share their stories and answer the following questions with one summary point. (You may wish to spend some time listening to/reading the different stories.)

Musician/Producer	Object Designer	Theatre Designer
Visual Artist	Actor	Cultural Development Officer
Dancer	Fashion Designer	Net Artist
Photographer	Production Manager	Writer

1. How did you get into this area?

2. What training have you had?

3. How did your family respond when you said you wanted to work in the arts?

4. Can you cite the major turning point for you and your career?

5. What's involved in your day to day work?

6. Who or what inspires you?

7. Have you had a mentor?

8. What personal qualities and skills do you need to have to work in this area?

9. Why is a portfolio important?

10. What tips can you give for preparing a portfolio?

11. What are some of the obstacles to being successful in this area?

12. How do you earn a living in the arts?

13. What are the advantages and disadvantages of this life?

Build your portfolio

Read the advice. Answer this question: What's right for me?

What's right for me?

Print the resources and complete the activities on this link that interest you.

Write your favourite message 'from the stars' here:

Other sites

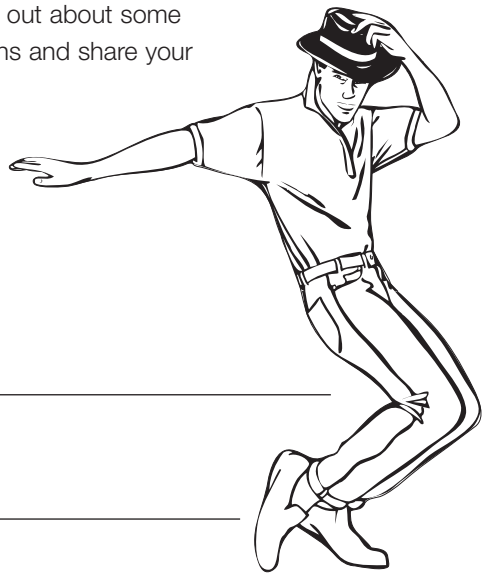
Answers to the Introduction

- There are no set pathways. You are the fuel that drives yourself forward.
- Some (people) are self-taught, some are trained on the job and some have completed tertiary courses.
- All have their own ideas about what success is. All share a passion for their day to day work.

Explore some other Internet sites detailing creative careers. List the website addresses and careers/jobs you discover.

3.1.4 Exploring employment opportunities in Creative Arts

Take yourself on an Internet surfing adventure into the world of Creative Arts. Find out about some places of employment in your area of interest that are available to young Australians and share your findings with the class.



1. Start with a search engine. For example, **www.yahoo.com**

2. Type in Australian creative arts companies or specific industry areas – for example, recording companies, design studios and theatre companies

3. How many Australian creative arts companies can you find?

_____

4. List THREE or more companies that sound interesting to you.

_____

_____

_____

_____

_____

5. Read through the various sites and select ONE company for a ten minute class presentation. Think of ways to present this information creatively using a range of media.

Company name: _____

6. In your class presentation answer the following questions.

You may have to telephone or e-mail the company to answer some of these questions.

a) What kind of work does this creative arts company produce or sell?

_____

_____

b) Give examples of the work produced or sold.

_____

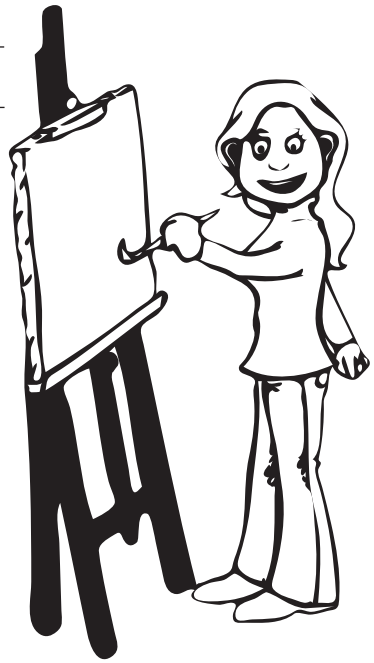
_____

c) What are the company's recent achievements and capabilities?

_____

_____

d) What kinds of jobs exist in this company?



e) What kinds of jobs in this company interest you?

f) Who owns this company? (Is it private or government owned?)

g) Is this company a non-profit organisation?

h) Is this company looking for additional funding?

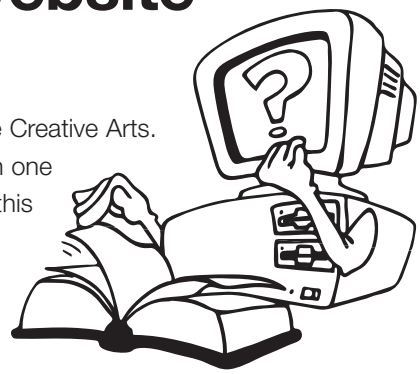
i) Does the company offer work experience to school students?

j) Does the company employ school leavers?

k) Does the company employ graduates from a tertiary institution? If so, what kinds of graduate and from which institutions?

l) Would you ever hope to work in this company?

3.1.5 Exploring the jobsearch website



1. Log on to the website **www.jobsearch.gov.au/JobOutlook**

This site contains information on a variety of careers suitable for people interested in the Creative Arts. It also contains information on salary, employment prospects and much more. Research one of the occupations listed under 'Printing', 'Media' or 'The Arts'. Use the information on this site to answer the following:

2. Click on the link 'Browse Occupations by Category'

Under the category heading of 'Media, The Arts and Printing', click on the links

Media **The Arts** **Printing**

3. List some of the related occupations found on these pages.

Media	The Arts	Printing

4. Select **one** occupation for further research then answer these questions.

a) List some of the tasks undertaken in this occupation.

_____

_____

_____

b) List five other occupations that are associated with this occupation.

_____ _____

_____ _____

_____

c) What educational qualifications are necessary for this occupation?

_____

_____

_____

_____

d) What are the job prospects for this occupation?

e) What is the weekly wage for this occupation?

f) What are some of the tasks performed in the occupation?

g) What is the main industry providing employment for this occupation?

h) Would you expect to find employment in this area? What tells you this?

i) Which state employs the most people in this occupation?

j) Click on the link 'Explore this job'. What are some of the skills, knowledge and abilities needed in this occupation?

The website **www.khake.com** may also be used to search for relevant information.

3.1.6 Music – instrumental tutoring

Working in pairs, one student will teach the other some basic skills on their chosen instrument, enabling the student to perform a simple piece for the class.

Preparation:

1. Decide on the role each student will play.
2. Select or compose a simple melody to teach.

Task:

1. The teacher familiarises the student with the instrument and its sound production.
2. Introduce the notes needed to perform the simple melody.
3. The simple melody is rehearsed and performed for the class.

Follow up:

1. List some challenges instrumental teachers may face during tutoring lessons.

_____

_____

_____

2. Suggest some strategies to overcome these challenges.

_____

_____

3. What level of achievement do you think should be attained to undertake instrumental tutoring? Why do you think this?

_____

_____

_____

4. What is an appropriate fee for a teacher at this level to charge?

_____

5. What facilities and equipment would be required?

_____

_____

6. By what means could you make your services known to prospective students?

_____

_____

3.1.7 Becoming an Art Curator

If you enjoy the Visual Arts but don't want to create artworks, then a career as an art curator may be for you. Research this career by typing in "art curator" on a search engine or see if your teacher can organise the curator from your local gallery to visit your class.

Read through some of the websites, such as **www.jobguide.dest.gov.au** or **www.fabjob.com/artcurator** and complete the tasks:

1. What are some of the responsibilities of an art curator?

2. Where in NSW would you find work in this profession?

3. What qualifications are needed for the job and would they be different for different workplaces?

4. What salary would you expect for this occupation?

5. What aspects of the job most appeal to you and why?

6. What do you think may be some negative aspects of the job?

7. Collect pictures of 10 artworks that are linked in some way – for example, by theme (still lifes, landscapes), style (cubist, abstract) or artist.

8. Using four sheets of paper as the four walls in a gallery, arrange your artworks on the walls for maximum effect, include doors and windows. This could also be done on a computer, with four blank pages, importing Internet images.

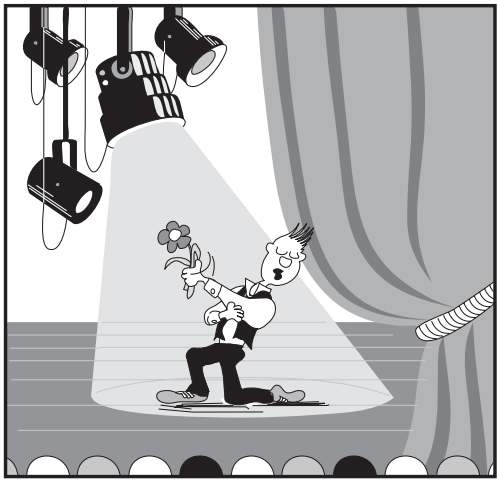
9. Take a classmate on a "tour" of your exhibition, explaining your choice of position, lighting, the colour of the walls, the information that may be available in the form of catalogues, brochures, posters etc.

10. Have your classmate assess your curating skills and discuss whether either of you would consider a career in this field.

3.1.8 Becoming a Theatre Designer

If you enjoy Drama but don't want to act, then a career as a Theatre Designer may be for you.

1. Brainstorm as a whole class: student knowledge of the types of designers who work in theatre including set, costume, technical (sound, lighting and special effects) and graphic designers.



2. Brainstorm as a whole class: functions or activities each type of designer might have to do as part of their job specification.

3. Brainstorm as a whole class: the connections between designers with each other and other creators in the theatre process.

4. Individually: choose one type of designer that you are interested in. Use the following websites as a start to finding out information about your chosen type of designer. **www.jobguide.dest.gov.au** or **www.myfuture.edu.au** (alternatively, you can use The Jobguide)

- List the duties and tasks performed.

- Outline the personal qualities needed.

- List the education and training required in New South Wales.

5. Outline the employment related skills required for this position.

3.2 Visual Arts teaching unit

Australian Government
Quality Teacher Programme

Note: This unit of work has been adapted from the unit of work produced by Cheryl Gay at St Clair High School, as part of the *Australian Government Quality Teacher Programme Vocational Learning Project in 2003*. Additional work has been completed by the Creative Arts Unit, Curriculum K-12 Directorate.

VISUAL ARTS SAMPLE UNIT OF WORK

Unit Title: *Artists and Issues*	Year 10	Duration: 10 weeks

Unit description:
An investigation of art as social commentary, exploring such issues as politics, immigration, gender, race, the environment, current events etc. In artmaking, a selection of 2D forms including digital images, collage, drawing, painting and printmaking will be used to express ideas and feelings.

In critical and historical studies students reflect on current world issues and events, how they may impact on them personally and how they can be used as stimuli for their artmaking.

Through critical and historical studies this unit will also give students the opportunity to explore the job role of the contemporary artist/designer and exhibit their final work for assessment.

Key practitioners:
Students will also study the work of artists who have depicted art as social commentary through their own artmaking such as Barbara Kruger, Maria Kozic and Gordon Hookey.

Forms	Frames		Conceptual Framework	
2D – Drawing, painting, collage, printmaking (poster)	Subjective		Artist	
3D	Structural		Audience	
4D	Cultural		Artwork	
	Postmodern		World	

ARTMAKING	60%
Students will create a 2D body of work that reflects exploration of their chosen idea or issue. Using digital images, text and photocopied images from print media sources, students will visually convey strong messages that comment on the world around them in drawing, painting, collage and/or printmaking (poster).	
	5.1 develops a range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
	5.2 makes artworks informed by their understanding of and relationships between the artist – artwork – world – audience
	5.3 makes artworks informed by an understanding of how the frames affect meaning
	5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts
	5.5 makes informed choices to develop extended concepts and different meanings in their artworks
	5.6 demonstrates developing technical accomplishment and refinement in making artworks

ASSESSMENT
ARTMAKING
Students will be assessed through an evaluation of both process and product. The body of work will be presented as an exhibition in a selected school venue. As part of the exhibition planning process, students will submit an Exhibition Proposal.

CRITICAL AND HISTORICAL STUDIES 40%

Students will investigate works by artists who communicate ideas and feelings on social issues through their artworks such as Kozic, Kruger and Hookey.

They will also explore the role of the contemporary artist/designer and consider the job specifications and duties of this occupation.

	5.7 applies their understanding of aspects of practice to critical and historical interpretations of art
	5.8 uses their understanding of the function of and relationship between artist – artwork – world – audience in critical and historical interpretations of art
	5.9 demonstrates how the frames provide different interpretations of art
	5.10 demonstrates how art criticism and art history construct meaning

EMPLOYMENT RELATED SKILLS

☐ **Self-management**	☑ **Initiative and enterprise**	☐ **Learning**	☑ **Communication**	☑ **Cross-cultural understanding**
☐ **Teamwork**	☑ **Planning and organising**	☑ **Problem solving**	☐ **Technology**	

RESOURCES

Books:

Interpreting Art: A Guide for Students Christopher Marshall, Macmillan Education Australia 2002

Artwise: Visual Arts 7-10 Glenis Israel, Jacaranda Wiley Ltd 1997

Artwise 2: Visual Arts 7-10 Glenis Israel, Jacaranda Wiley Ltd 2002

Art Now: Contemporary Art Post 1970 Donald Williams and Colin Simpson, McGraw-Hill 1994

Art Through Australian Eyes: An Issues-Based Approach A. Mancini, Pearson Education Australia 1994

Aspects of Art Lina Tesoriero and Helga Nilsen, Science Press 1997

Vocational Learning in Creative Arts Vocational Education in Schools Directorate 2003 and 2005 editions

Employment Related Skills Logbook Vocational Education in Schools Directorate 2005 edition

Websites:

Ninemsn www.ninemsn.com.au

Myfuture www.myfuture.edu.au

University of Melbourne www.union.unimelb.edu.au/gpg/proposals_form_2005.pdf

Create Australia www.createaust.com.au

Australian War Memorial www.awm.gov.au

NETS Victoria www.netsvictoria.org/placesthatnameus

Videos:

Artists in Focus #2: Biennale of Sydney 2004 Art Gallery of NSW 2004

CRITICAL AND HISTORICAL
Students will be assessed on Critical and Historical interpretations through written responses in their Visual Arts Diary.

They will also be assessed on research on careers as an artist/designer and entries in their *Employment Related Skills Logbook.*

WORK, EMPLOYMENT AND ENTERPRISE

Throughout the unit, employment related skills will be addressed and opportunities will be available for students to identify and document these skills in their *Employment Related Skills Logbook.*
Students will:

- understand and demonstrate explicit links between the unit of work and the employment related skills developed
- demonstrate an understanding of vocational pathway options
- explain the link between the unit's content and its application in the broader community.

Students will look at the different considerations artists make in relation to their practice, for example how to make artworks for exhibition in public places; in commercial galleries; to develop and maintain critical acclaim and sales.

OUTCOMES	SPECIFIC CONTENT FOCUS FOR THIS UNIT	
A student:	**Students learn about:** **Artmaking**	**Students learn to:** **Artmaking**
Practice 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks	• the field of visual arts and design as comprising conventions, activities, traditions and customs shaped by values and beliefs about the individual, social structures, the artworld and power • the pleasure and enjoyment in making artworks	• investigate and apply selected conventions, activities, traditions and customs of the field of visual arts and design to make art where meaning is shaped by values and beliefs about the individual, social structures, the artworld and power • build their research, approaches to experimentation, procedures, skills and strategies and develop judgement in the practical action of using diaries and making of artworks
Conceptual Framework 5.2 makes artworks informed by their understanding of the function of and relationships between the artist – artwork – world – audience	• artworks using an extended range of materials and techniques and various investigations of the world • the world as the source of ideas and concepts to make art • how artists invent, adapt and develop strategies and procedures to investigate the world to make artworks • the ways in which particular artworks relate to their own background and experience • how artists develop their intentions	• make artworks that build a body of work using an extended range of materials and techniques and various investigations of the world • develop research and investigative skills using their diary • invent, adapt and develop strategies and procedures to investigate the world to make artworks • utilise their diary to plan and conceptualise artworks • develop their artistic intentions in the making of art and how practice becomes more informed as they continue to make art
Frames 5.3 makes artworks informed by an understanding of how the frames affect meaning **Representation** 5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts **Conceptual strength and meaning** 5.5 makes informed choices to develop and extend concepts and different meanings in their artworks **Resolution** 5.6 demonstrates developing technical accomplishment and refinement in making artworks.	• belief, value and meaning in artmaking in the **cultural** frame • concepts of art as the aesthetic building and defining of social identity	• further focus on how cultural and community identity and social perspectives contribute to the development of ideas and making of art • focus on issues of significance to them to generate ideas for artmaking and the conceptual interest of works for example: peer pressure, gender, politics, global warming, human rights, genetic engineering, the environment • consider the social context for their developing practice and relations between peers, teachers, the school, community, galleries and artworld

OUTCOMES	SPECIFIC CONTENT FOCUS FOR THIS UNIT	
A student:	**Students learn about:** **Critical and Historical Studies**	**Students learn to:** **Critical and Historical Studies**
Practice 5.7 applies their understanding of aspects of practice to critical and historical interpretations of art	• how practice in the visual arts in different times and places is conditioned by a range of interests, including the artworld, artworks and exhibitions, galleries and museums, the art market, theories • ways of organising information, ideas and arguments • artistic practices, conventions and procedures that inform the approaches to artmaking of different artists, group of artists and artistic movements	• investigate a range of practices in the visual arts in different times and places • discuss and write about their understandings of different aspects of practice • seek to explain the different artistic practices of selected artists and groups and different artistic movements
Conceptual Framework 5.8 uses their understanding of the function of and relationship between artist – artwork – world – audience in critical and historical interpretations of art	• selected artists, with a developing understanding of relationships between the artist – artwork – world – audience • how the world can be interpreted in art and the ways in which ideas are represented • different kinds of artworks including their symbolic, representational, physical and material properties	• investigate the role of the artist, including groups of artists, in different times and places and contemporary and historical contexts • explain how artists interpret the world in making artworks and how they seek to represent concepts through a range of styles and approaches • further focus on the expressive and stylistic possibilities of different media and techniques used by artists and recognise how these aspects contribute to the kinds of artworks they make • make comparisons between different kinds of artworks which take into account their symbolic and material properties
Frames 5.9 demonstrates how the frames provide different interpretations of art **Representation** 5.10 demonstrates how art criticism and art history construct meanings.	• belief, value and meaning from the cultural frame • concepts of art as the aesthetic building and defining of social identity	• identify and seek to explain how artists and audiences use cultural and community identities and social perspectives in making and responding to art • explain how critical and historical accounts provide a way to understand social conditions, perspectives and the social construction of meaning • consider how critical and historical accounts provide a way to understand how art can represent issues related to class, gender, ethnicity, politics, science, globalisation, technology, economics and the environment • identify and account for cultural orientations to art

TEACHING, LEARNING AND ASSESSMENT ACTIVITIES

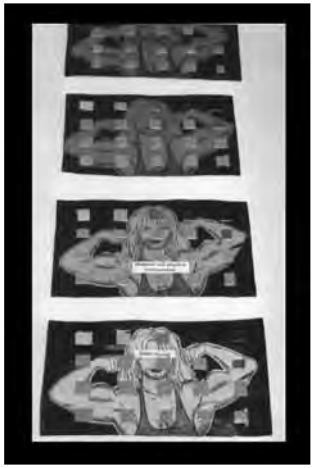
Artmaking

1b) Investigation of diverse social issues through visual studies.
Students select three articles from the print media or the Internet which discuss social issues at different levels. They may also include an example of poetry or song lyrics. Students paste these into their Visual Arts Diary and interpret the text in visual studies by drawing, painting or using collage to express their ideas. Students may include text as part of their artmaking.

Students reflect on the issues presented through the brainstorming activity and the visual representation of the text articles. Students decide on a social issue that is of personal interest to them. The issue may directly impact on their life or may be an issue that they have a strong affiliation with.

Employment Related Skills:
Planning and organising
- Collect and organise information using images and text

Cross-cultural understanding
- Reflect ideas of equity and social justice in artworks



Critical and Historical Studies

1a) Investigation of diverse social issues.
Students will be given an overview of the unit and discuss the notion of 'art as social commentary'.

Art serves a variety of functions for a society – it informs, teaches, and explores issues, ideas and emotions. It reflects a culture's beliefs, attitudes, opinions and values, and is an indicator of change.
Artwise – Visual Arts 7-10 Glenis Isreal, Jacaranda Press 1997

Define: What are social issues? Discuss the various levels for example, global, national, state, local or community. Brainstorm as a class: some examples of social issues at each of these levels. Students document this information in their Visual Arts Diary. Additional questions to consider:

a. How do we find out about social issues in today's world?
b. How do these issues affect the individual?

Employment Related Skills:
Planning and organising
- Research information on world events

Communication
- Contribute to group discussions

2a) Students choose a social issue and conduct research on the issue.
This issue will be the stimulus for students' artmaking. Students are to look at a variety of sources to gain a general understanding of the issue and learn about various points of view. Sources can come from Internet research, newspapers or reports from TV program articles (*60 Minutes* often publishes article scripts on their website). Research can be conducted in the library so that students have access to a variety of media sources. Students collect, organise and analyse the information and images in their Visual Arts Diary.

Artmaking	Critical and Historical Studies
3) Students are to work towards creating a 2D body of work that reflects exploration of their chosen idea or issue. Students begin to sketch ideas and experiment with media in their Visual Arts Diary which extends studies completed in weeks 1 and 2. Using digital images, text and photocopied images from print media sources, students will visually convey strong messages that comment on the world around them in drawing, painting, collage and/or printmaking (poster). **Employment Related Skills:** **Planning and organising** ❖ Be resourceful when choosing media for artworks	**2b) The poster as a social and political comment.** Through Critical and Historical Study, students explore a range of 20th century posters which display social or political comment. Of particular interest are international and Australian war posters. The Australian War Memorial has poster resources on the website and also available for purchase at: www.awm.gov.au. Students are to refer to a selection of images and consider the questions below: a. Posters need clarity and drama to grab the audience's attention. Has the poster achieved this? b. What is the poster trying to say? Describe the methods the poster uses to convey its message. c. Compare the posters. How do they differ in style, subject and message? Which one do you find most powerful and why? d. Compare and contrast an anti-conscription poster with a recruiting poster from World War One. What are the differences in messages, symbols and images? Which do you find most compelling? Discuss your feelings about this media. **Employment Related Skills:** **Communication** ❖ Interpret meaning and symbols in poster design
4b) Students continue to practice art making using an extended range of materials and techniques to express their various investigations of the world. At this stage students should have resolved their choice of media, proposed messages to be communicated and artistic influences. **Employment Related Skills:** **Initiative and enterprise** ❖ Use creative processes in artmaking	**4a) Issues associated with land-rights, reconciliation, politics and changing patterns of cultural identity.** Aboriginal artist Gordon Hookey's work addresses the politics of land and justice confronting a contemporary Aboriginal Australian. Students reflect on their interpretation of events in Hookey's artwork. For more information on Gordon Hookey, go to the website for the exhibition *Places That Name Us* (2003) www.netsvictoria.org/placesthatnameus Additional information on Gordon Hookey can be found on the video resource *Artists in Focus #2: Biennale of Sydney 2004* Art Gallery of NSW 2004. **Employment Related Skills:** **Cross-cultural understanding** ❖ Show respect for, and an acceptance of, cultural diversity

Artmaking	Critical and Historical Studies
5b) Students continue with artmaking, problem solving and interpreting ideas through combined exploration of media. **Employment Related Skills:** **Problem solving** ❖ Change components of an artwork to resolve structural and visual problems **7) The artist's exhibition space.** Students are to consider the body of work they are currently creating. In groups, students are to put together an 'Exhibition Proposal' similar to the one for the George Paton Gallery found at: www.union.unimelb.edu.au/gpg/proposals_form_2005.pdf The information needs to focus on a chosen school exhibition space. The proposal is to feature information on: • the exhibition space • the floor plan • exhibition proposal from the group • artist's statements for their artwork • visual documentation This work may also coincide with a visit to a local gallery or exhibition space and time with an artist speaker. In regards to the artist's statement, students are to consider in their statement: • Their working methods • The development of their style • What they were influenced by • What was their intention in their artmaking • The frames in which the student worked *Artwise 2: Visual Arts 7-10* Glenis Israel, Jacaranda Wiley Ltd 2002 **Employment Related Skills:** **Initiative and enterprise** ❖ Organise the presentation of artworks in an exhibition	**5a) Students explore belief, value and meaning from the cultural frame.** Through Historical Study, they will discuss and write about different aspects of visual arts practice and how these can be interpreted from different points of view and how artists develop their intentions. Refer to the artworks of Barbara Kruger and Maria Kozic. Questions to consider: a. What indications do you see in Kruger and Kozic's artworks to tell you they are a product of our present society? b. Choose one artwork by each artist and discuss why you believe the artwork was made and what is its purpose. **Employment Related Skills:** **Communication** ❖ Interpret thoughts, ideas and feelings of creative works **6) Students consider and research the occupation of the contemporary artist.** Using the website www.myfuture.edu.au students will research to find out about the occupation of an artist/designer. Once students have accessed the website: • Click on *The Facts* • Under 'Work and Employment', click on *Occupations* • Search for 'fine artist' • Click on the results link Teachers can also refer to the career exploration activities outlined in Section 3 of this booklet *(Vocational Learning in Creative Arts).* Brainstorm as a class the positive and negative aspects of being an artist/designer. Issues may include the ability to follow an artistic dream versus income. Other points of discussion may include issues surrounding the quote below from the CREATE Australia website www.createaust.com.au *Visual artists and craftspeople tend to have random career pathways. Traditionally they have used exhibitions as the main means of selling their work, but this is changing as more practitioners access retail outlets and promote their work through craft shows, shops, international trade fairs and markets.*

Artmaking	Critical and Historical Studies
8&9) Students resolve artworks and work towards presentation for exhibition and assessment. Discuss with students ways that artists prepare their artworks for exhibition and show them techniques for mounting and framing. **10a) Students present artworks in an exhibition for assessment.** On display will be their labelled 2D body of work with accompanying artist statement and Visual Arts Diary. **10b) Logging employment related skills.** Students will reflect on their activities throughout the unit *Artists and Issues* by completing a Classroom log sheet from their *Employment Related Skills Logbook*. Teachers can assist students in documenting employment related skills from the suggested examples featured throughout this unit. Please note that these are suggestions and there are many more ways that students have demonstrated employment related skills throughout this unit. Students will also reflect on the occupation of the artist/designer and the connection between the process students engaged in throughout the unit. Questions to consider: a. Identify the aspects of this unit that you feel simulate the tasks of a practising visual artist b. List the employment related skills and personal attributes required to become a practising visual artist. (*Hint:* refer to the research conducted in week 6) c. After studying this unit, do you feel that it is a career path you may wish to explore? Why? Why not? **Employment Related Skills:** **Learning** ❖ Assess personal strengths and areas for development **Self-management** ❖ Monitor and evaluate my own performance in tasks	Students may wish to document this information in the Classroom section of their *Employment Related Skills Logbook.* **Employment Related Skills:** **Technology** ❖ Use online search engines to research careers information

Evidence of Learning – numbers indicate the different components of the program

1a. Students discuss their understanding of social issues.
1b. Students document in their diaries responses which show an understanding of social issues.

2a. Students engage in research to explore various social issues as subject matter for their artmaking.
2b. Students engage in both written and verbal responses to posters as social and political comment.

3. Students document planning and the design of 2D artworks.

4a. Students comment in written form an understanding of Gordon Hookey's work through the Cultural frame.
4b. Students artmaking shows exploration of techniques and imagery.

5a. Students engage in class discussions and write about their thoughts on Kruger and Kozic's artworks through the Cultural frame.
5b. Students' artworks incorporate techniques and ideas from studied artists' examples.

6. Students are engaged in research activities to find out about the occupation of artist/designer. Students provide written responses in their Visual Arts Diary.

7. Students create an exhibition proposal considering the body of work they are creating.

8&9. Students resolve artworks and prepare them for exhibition.

10a. Students will present their work for exhibition and assessment, submitting an artists' statement to accompany the work.
10b. Students provide documentation of employment related skills developed throughout this unit.

Feedback – numbers indicate the different components of the program

1a. Teacher and student discussion.
1b. Teacher provides written feedback through submission of diaries.

2a. Teacher provides individual verbal feedback and class discussion.
2b. Teacher provides written feedback through general collection of Visual Arts Diaries.

3. Teacher provides oral feedback of planning and design samples and experimentation with media.

4a. Teacher provides written evaluation of responses.
4b. Teacher provides individual and class verbal feedback.

5a&b. Teacher provides verbal feedback during discussions and written feedback through the collection of diaries.

6. Teacher provides written and verbal feedback to students interested in doing further research on careers in the Visual Arts.

7. Teacher provides written feedback.

8&9. Teacher provides individual verbal feedback.

10a. Teacher provides assistance with choices for presentation and verbal feedback. Teacher provides written evaluation of body of work and presentation.
10b. Teacher provides verbal and written feedback through the collection of log sheets and/or *Employment Related Skills Logbook.*

Please note: Assessment tasks to be developed in both Artmaking 60% and Critical and Historical 40% to reflect the Evidence of Learning and Feedback. Examples may include:

- **Artmaking** — presenting the body of work for exhibition, Visual Arts Diary planning
- **Critical and Historical Study** — exhibition proposal, artists' statement, artist/design career research.

This unit of work was originally written for the Australian Government Quality Teacher Programme Activity undertaken by the Vocational Education in Schools Directorate in October 2003. The Activity focused on the development of a unit of work making explicit linkages between students' learning in the mainstream curriculum and vocational learning. This unit was first taught to students at St Clair High School in February-March 2004.

The images throughout the unit are samples of some students' art works in progress. These works reflect an exploration of different issues significant to the various students. Some students worked collaboratively.

A diverse range of art materials were used and the issues varied from global terrorism to the fall of Saddam Hussein, to the illegal use of performance enhancing drugs in professional sport, to drought and water restrictions in New South Wales.

4. Education and Training Pathways in Creative Arts

4.1 Credit transfer arrangements

Credit transfer is the granting of advanced standing by institutions (either in the same or a different sector to the original institution) to students on the basis of previous study undertaken in another institution.

4.1.1 Credit transfer arrangements: HSC to TAFE NSW

Credit transfer arrangements negotiated between the NSW Board of Studies and TAFE NSW allows credit for study completed as part of the HSC.

To be eligible for credit transfer in a TAFE NSW course, students need to provide appropriate evidence of previous study or experiences at the time of enrolment. Credit is awarded depending on whether study and experience is relevant to a student's chosen TAFE NSW course.

Successful students will receive advanced standing into their chosen TAFE NSW course and complete fewer modules/units making it possible to achieve a TAFE NSW qualification faster.

Credit transfer does NOT give automatic entry into a TAFE NSW course.

Further information about credit transfer for HSC courses can be found at: **www.det.nsw.edu.au/hsctafe/new**

Note: VET Industry Curriculum Framework Courses (ICFs) are based on units of competency. Students who study VET ICFs need to speak with TAFE NSW enrolling officers for information about the amount of module credit available.

4.1.2 HSC Creative Arts courses and credit transfer arrangements

Students who successfully complete the Creative Arts courses listed below, and who meet the conditions for credit transfer are eligible to receive credit for specified modules/units in some TAFE NSW courses.

It is recommended that teachers check the website **www.det.nsw.edu.au/hsctafe** regularly as changes to courses and credit transfer arrangements between the HSC and TAFE NSW may occur.

The following information is correct at the time of publication (June 2005).

Ceramics (120 hour course) has Credit Transfer arrangements with the following TAFE NSW courses:

- Aboriginal Arts and Cultural Practices
- Access to Work and Educational Opportunities
- Career Education and Employment for Women (CEEW)
- Foundation and Vocational Education
- General and Vocational Education (CGVE)
- Visual Arts
- Work Skills.

Ceramics (240 hour course) has Credit Transfer arrangements with the following TAFE NSW courses:

- Aboriginal Arts and Cultural Practices
- Aboriginal Arts and Cultural Tourism
- Access to Work and Educational Opportunities
- Art Cultural Tourism
- Career Education and Employment for Women (CEEW)
- Ceramics
- Ceramics – Studio Techniques
- Fine Arts
- Foundation and Vocational Education
- General and Vocational Education (CGVE)
- Tertiary Preparation
- Visual Arts
- Work Skills.

Music Course 1 has Credit Transfer arrangements with the following TAFE NSW courses:

- Aboriginal Visual and Performing Arts
- Access to Work and Educational Opportunities
- Career Education and Employment for Women (CEEW)
- Digital Media
- Foundation and Vocational Education
- General and Vocational Education (CGVE)
- Music Industry Foundation
- Screen
- Work Skills.

Music Course 2 has Credit Transfer arrangements with the following TAFE NSW courses:

- Aboriginal Visual and Performing Arts
- Access to Work and Educational Opportunities
- Broadcasting (Radio)
- Career Education and Employment for Women (CEEW)
- Communication and Media
- Communication Skills
- Digital Media
- Foundation and Vocational Education
- General and Vocational Education (CGVE)
- Indigenous Australian Language Studies
- Media
- Music
- Music Industry (Business)
- Music Industry (Foundation)
- Music Industry (Technical Production)
- Music Industry Foundation
- Screen
- Work Skills.

Music Extension Course has Credit Transfer arrangements with the following TAFE NSW courses:

- Aboriginal Visual and Performing Arts
- Access to Work and Educational Opportunities
- Broadcasting (Radio)
- Career Education and Employment for Women (CEEW)
- Communication and Media
- Communication Skills
- Digital Media
- Foundation and Vocational Education
- General and Vocational Education (CGVE)
- Indigenous Australian Language Studies
- Media
- Music
- Music Industry (Business)
- Music Industry (Foundation)
- Music Industry (Technical Production)
- Screen
- Work Skills.

4.1.3 *School Statement of Achievement* forms

Before a student can gain credit for some TAFE NSW course modules/units, a *Statement of Achievement* form is required. Listed below are the new HSC courses that require a signed *Statement of Achievement* form from the course teacher:

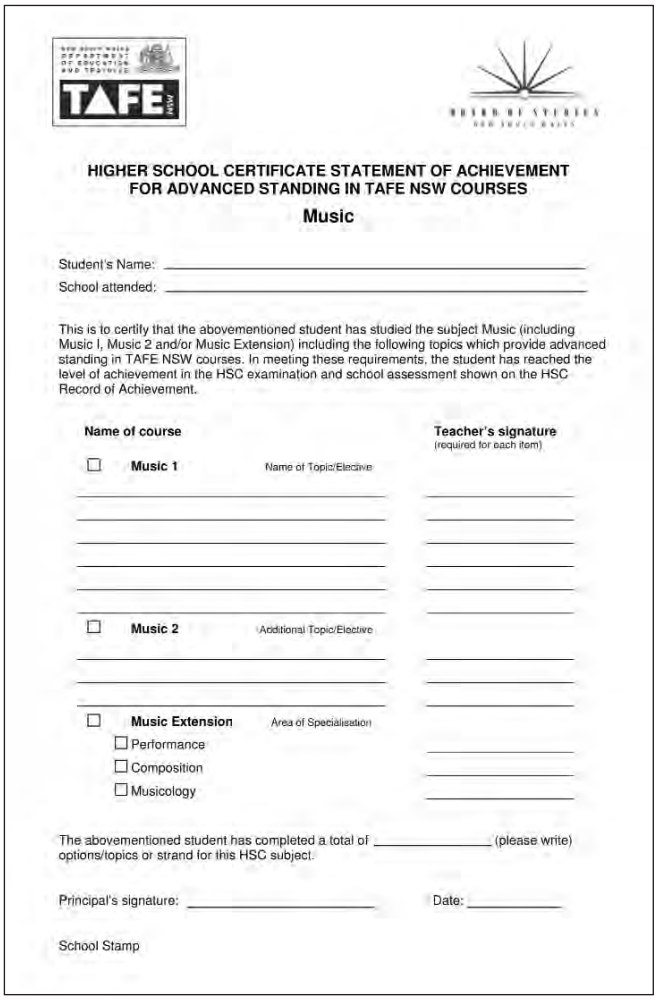
- Ceramics CEC
- English
- Industrial Technology
- Information Processes & Technology
- Marine Studies CEC
- Music
- Personal Development, Health and Physical Education
- Photography, Video & Digital Imaging CEC
- Software Design & Development.

All *Statement of Achievement* forms require the signature of the school principal and an official school stamp.

These statements can be downloaded from the TAFE NSW website:

www.det.nsw.edu.au/hsctafe/general/forms.htm

An example of a *School Statement of Achievement* form is shown on the right.



HIGHER SCHOOL CERTIFICATE STATEMENT OF ACHIEVEMENT FOR ADVANCED STANDING IN TAFE NSW COURSES

Music

Student's Name: _____

School attended: _____

This is to certify that the abovementioned student has studied the subject Music (including Music I, Music 2 and/or Music Extension) including the following topics which provide advanced standing in TAFE NSW courses. In meeting these requirements, the student has reached the level of achievement in the HSC examination and school assessment shown on the HSC Record of Achievement.

Name of course		Teacher's signature (required for each item)
☐ **Music 1**	Name of Topic/Elective	
☐ **Music 2**	Additional Topic/Elective	
☐ **Music Extension**	Area of Specialisation	
☐ Performance		
☐ Composition		
☐ Musicology		

The abovementioned student has completed a total of _____ (please write) options/topics or strand for this HSC subject.

Principal's signature: _____ Date: _____

School Stamp

4.1.4 Credit transfer from TAFE NSW to university

Students who complete a TAFE NSW diploma or advanced diploma course can apply for an undergraduate university course and may receive credit for subjects in that university course. This may allow students to complete their degree sooner.

Universities have different entry requirements for each course. Entry requirements can vary between universities and between courses. Applicants are considered on a case by case basis. Students should contact the university they want to enter for information about specific arrangements.

Further information on credit agreements between TAFE NSW and universities and course information can be found at:

www.sit.nsw.edu.au/courses

www.avcc.edu.au

(Policies and Programs/Teaching and Learning/Credit Transfer/Links with VET)

Note: Students should contact the relevant TAFE NSW institution for credit arrangements with universities and also check the university faculty/school handbook and website for current arrangements and requirements.

Listed below are ***some examples of credit arrangements***. They are a ***guide only*** to help teachers and students understand pathway planning options.

TAFE NSW Course (Sydney Institute)	University	Degree Course	Credit Arrangement
Diploma in Graphic Design	University of Technology Sydney	Bachelor of Design (Visual Communication)	Up to 48 credit points depending on credit grade overall and presentation of portfolio (48 credit points are equivalent to one full year)
	Wollongong	Bachelor of Creative Arts	Up to 36 credit points (48 credit points are equivalent to one full year)

4.2 Traineeships and apprenticeships

Traineeships and apprenticeships are jobs that combine paid work with formal training in a specific industry/occupation.

Apprenticeships and traineeships are available in most industries including:

- Arts and Entertainment
- Automotive
- Building and Construction
- Community Services and Health
- Communications
- Finance, Insurance and Business Services
- Food Industry
- Forest Industries
- Furnishing, Light Manufacturing, Textiles, Clothing and Footwear
- Manufacturing and Engineering
- Mining
- Primary Industries
- Process Manufacturing
- Public Sector
- Retail and Wholesale
- Sport and Recreation
- Tourism and Hospitality
- Transport and Distribution
- Utilities and Electrotechnology.

Apprenticeships generally last four years and cover traditional trade areas including aircraft, automotive, boat building, bricklaying, cookery, drafting, electrical, electronic, floor covering, green keeping, hairdressing, plumbing, saddlery, sign writing, stone masonry and wood machining. There are more than 100 apprenticeship vocations available in NSW.

Traineeships are offered in over 600 vocations and have been introduced to provide employment and training opportunities in a broader range of industry areas. Traineeships are shorter than apprenticeships, usually 12 months fulltime.

Examples of traineeships that may be of interest to students of Creative Arts include:

Arts and Entertainment: Arts Administration, Costume for Performance, Live Production, Theatre and Events, Make-up, Museum Practice, Music Industry, Video and Television Production, Visual Arts Craft and Design.

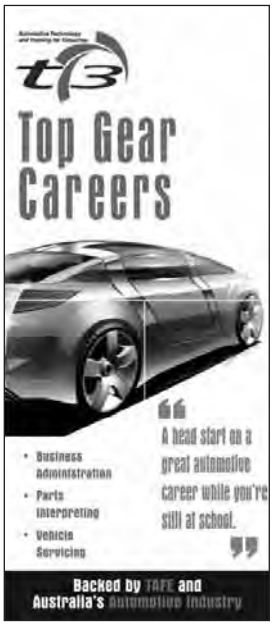
Communications: Printing and Graphic Arts, Multimedia, Desktop Publishing, Print Design and Screen Printing.

Finance, Insurance and Business Services: Business Advertising and Business Marketing.

Furnishing, Light Manufacturing, Textile Clothing and Footwear: Clothing Production, Footwear Production, Picture Framing, Soft Furnishings, Upholstery and Textile Production.

Retail and Wholesale: Beauty Services, Nail Technology, Retail Cosmetic Services and Floristry.

4.2.1 School Based Traineeships in NSW schools



School Based Traineeships provide students with increased opportunities to gain experience and qualifications in a particular industry while still at school.

Students are able to include a recognised VET qualification within their HSC and combine this with paid work.

Students successfully completing a School Based Traineeship receive:

- a nationally recognised VET qualification under the Australian Qualifications Framework
- Certificate of Proficiency
- credit toward the Higher School Certificate.

Generally, during Year 11 and 12, students spend the equivalent of three and a half days a week on their HSC program at school, one day a week in paid employment with their employer and a half day a week undertaking structured training either at school, TAFE or another registered training organisation.

- More information about current NSW traineeships and apprenticeships and School Based Traineeships in NSW schools can be found at the following website: **http://apprenticeship.det.nsw.edu.au/html/schavatrains.htm**
- The Commonwealth Government refers to all traineeships and apprenticeships as new apprenticeships. More information about new apprenticeships can be found at: **www.newapprenticeships.gov.au**
- Further information on School Based Traineeships is available from the Vocational Education in Schools Directorate website: **www.det.nsw.edu.au/vetinschools**

Over 50 traineeships are available for the School Based Traineeship Program. Industry areas include:

- Aeroskills
- Automotive
  (T3 – Vehicle Servicing, Parts and Accessories and Business)
- Business
- Electrotechnology
- Engineering
- Information Technology
- Retail (McDonald's and Big W)
- Property.

5. Vocational and Enterprise Learning Resources

5.1 Employment related skills and their elements

The employment related skills are as important as job-specific or technical skills. They are generic transferable skills. Students' development of these skills is integral to their ability to fulfil a successful life that incorporates education, work, relationships and recreational pursuits. The elements are the facets of the skills that will help teachers identify when students are demonstrating these skills. The depth and level at which students may demonstrate these skills will vary depending on the expectations of the activities undertaken and the age and experience of the student.

Employment Related Skills	Elements
Self-management – ability to take responsibility for setting and achieving personal goals	***Evidence of self-management can include a range of the following …*** • Setting goals and priorities that balance work and personal life • Monitoring and evaluating performance regarding personal goals • Building and maintaining a positive self-image to enhance confidence • Developing an eye for detail and being precise • Managing change by being flexible, open and responsive • Being proactive in career planning, time management and setting challenges • Managing various aspects of work and personal life, including health and fitness • Learning from mistakes and accepting feedback for continual improvement • Seeking out advice and support when required • Presenting in a manner suitable to the occasion • Developing competence in managing interpersonal and emotional relationships • Understanding, and being able to use, varying means for managing stress and conflict • Understanding the importance of managing time, and having preferred techniques for doing so • Understanding the importance of celebrating success and managing disappointment, and ways of handling these • Matching personal goals and capabilities to an undertaking • Knowing how to deal appropriately with persons in authority • Keeping a focus on the task and outcomes required • Dealing with people, problems and situations with honesty, integrity and personal ethics • Showing interest, initiative and effort • Being socially responsible and contributing to the community • Understanding the importance of reflecting and applying critical judgement • Carrying through an agreed responsibility • Accepting and providing feedback in a constructive and considerate manner.

Employment Related Skills	Elements
Initiative and enterprise – ability to seek/take advantage of opportunities	***Evidence of initiative and enterprise can include a range of the following …*** • Developing a strategic, creative, long term vision and actioning it • Identifying opportunities not obvious to others • Showing independence and initiative in identifying problems, generating a range of options and initiating innovative solutions • Exploring beyond existing boundaries to identify implications and learn from others • Understanding how society, government and business work, and the importance of active citizenship • Understanding what is meant by being enterprising, entrepreneurial and how to develop capacities for these • Understanding how to demonstrate initiative • Ability to manage risk and uncertainty • Willing to take risks and learn from mistakes.
Learning – ability to achieve new skills and/or knowledge	***Evidence of learning can include a range of the following …*** • Willingness to continuously learn and grow in a range of settings, taking into account preferred learning styles • Understanding one's own preferred learning style and working to develop other learning styles • Identifying and accessing learning sources and opportunities • Investing time and effort to acquire new knowledge and technology skills • Assessing personal strengths and areas for development • Exploring and understanding personal creative talents and how to make best use of them • Demonstrating personal and career oriented learning plans • Setting, managing and achieving learning goals • Using a range of mediums to learn – mentoring, peer support, networking, information technology (IT) • Being open to new ideas and techniques • Acknowledging the need to learn in order to accommodate change and build career paths • Being a member of and contributing to a learning community • Understanding the importance of learning new skills and acquiring new knowledge throughout life.

Employment Related Skills	Elements
Communication – ability to express and understand information	***Evidence of communication skills can include a range of the following …*** • Listening effectively and asking questions to understand and appreciate the points of view of others • Writing and speaking clearly, concisely, coherently and directly so others pay attention and understand • Reading and understanding information presented in a variety of forms (eg words, graphs, charts, diagrams) • Recognising the purpose of the communication and the needs of the audience • Sharing ideas and information using a range of information and communication technologies • Using relevant scientific, technical and mathematical knowledge and skills to explain or clarify ideas • Observing and recording data using appropriate methods, tools and technology • Having confidence in personal ideas and vision and being able to articulate these • Speaking and writing in languages other than English • Appreciating and understanding the role of non-verbal communication • Persuading and influencing others by inspiration, sensitivity and clarity • Establishing and using networks, both formal and informal.
Teamwork – ability to work effectively with others to get things done	**Evidence of teamwork can include a range of the following …** • Working as an individual and developing a rapport with others to form working relationships • Recognising and respecting the diversity, individual differences and perspectives of others • Understanding how to operate in a team • Understanding personal capacity for filling different team roles • Identifying the strengths of team members • Understanding how to assist others (eg coaching, mentoring and giving feedback) • Ensuring that the team's purpose and objectives are clear and establishing consensus on individual roles and responsibilities • Influencing, negotiating, collaborating, supervising, directing and motivating others to achieve a recognised objective (demonstrating leadership) • Managing and resolving conflict when appropriate and recognising the role of conflict in a group to identify issues and reach solutions • Understanding how to relate to other people in varying contexts, including those where they manage or are managed by others; and how to get things done • Respecting and being open to and supportive of the thoughts, opinions and contributions of others in a group.

Employment Related Skills	Elements
Planning and organising – ability to coordinate and prioritise tasks and resources	***Evidence of planning and organising can include a range of the following …*** • Developing a vision and a flexible pro-active plan to achieve it • Managing time and priorities – setting timelines, coordinating tasks for self and with others • Allocating people and appropriate tools and technology to tasks or a project • Being resourceful • Developing a range of techniques to locate, gather, assess and organise information using appropriate technology and information systems • Adapting resource allocations to cope with unexpected circumstances • Establishing clear project goals, deliverables and contingencies • Taking initiative and making decisions • Predicting – weighing up risk, evaluating alternatives and applying evaluation criteria • Collecting, analysing and organising information, using appropriate methods, tools and technology • Varying and adjusting one's approach or style according to situation demands • Making estimates and verifying calculations • Participating in continuous improvement and planning processes (monitoring and evaluating) • Evaluating the process and the product.
Problem solving – ability to identify problems and develop solutions	***Evidence of problem solving can include a range of the following …*** • Anticipating, identifying, clarifying and framing problems • Identifying the root cause/s of a problem • Developing and exploring practical solutions • Using mathematics including budgeting and financial management to solve problems • Testing assumptions taking the context of data and circumstances into account • Analysing and assessing information and situations quickly • Generating and using creative ideas and processes • Applying risk management • Seeking different points of view and evaluating them • Recognising the various dimensions of a problem (eg social, interpersonal, technical and environmental) • Deciding what needs to be measured or calculated • Readily using science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions • Evaluating solutions to make recommendations or decisions • Implementing solutions, then monitoring and evaluating • Maintaining an open mind.

Employment Related Skills	Elements
Technology – ability to use appropriate technologies to complete tasks	***Evidence of technology skills can include a range of the following …*** • Managing and using technology for a purpose in a given context • Having a range of basic information technology skills • Using information technology to manage and organise data • Applying occupational health and safety knowledge and practice to the use of technology • Displaying manual dexterity/fine motor skills when using technology • Applying technology to achieve work and leisure solutions • Achieving competence in handling information and communications technology and understanding the underlying processes • Understanding the social and ethical implications of technology and critically evaluating them • Being aware of technical challenges and constraints and having a plan for solving them • Understanding the role of technology in leisure and work • Understanding the implications of technology for productivity and business competitiveness.
Cross-cultural understanding – ability to respect diversity and act without discrimination	***Evidence of cross-cultural understanding can include a range of the following …*** • Recognising, valuing and respecting cultural, religious, linguistic and community diversity in local, national and global contexts • Identifying opportunities to use diversity to achieve agreed outcomes • Working effectively with people of diverse cultural, religious and linguistic backgrounds • Demonstrating an appreciation of the rights and responsibilities of individuals, groups and organisations within local, national and global contexts • Identifying how individuals and groups are interdependent on each other • Demonstrating sensitivity when interacting with individuals and groups from diverse cultural, religious and linguistic backgrounds • Working with others to achieve common goals which reflect equity and social justice • Recognising Australia's Indigenous heritage and its political, social, economic and cultural relevance • Identifying and overcoming stereotypes in life and work.

Personal attributes Personal attributes contribute to overall employability. They are a set of non-skill-based behaviours, attitudes and characteristics that contribute to a person's ability to achieve a successful life.	**Enterprise Education Learning Framework**	
	Key Qualities The enterprising learner is …	**Enterprising Characteristics** The enterprising learner …
• **Loyalty** • **Commitment** • **Honesty and integrity** • **Empathy** • **Assertiveness** • **Trust** • **Enthusiasm** • **Reliability** • **Personal presentation** • **Common sense** • **Positive self-esteem** • **A sense of humour** • **A balanced attitude to work and home life** • **An ability to deal with pressure** • **Motivation** • **Adaptability** • **Flexibility** • **Resilience** • **Determination** • **Self-reliance** • **Flexibility** • **Engagement** • **Connectedness**	**Connected**	• takes action that links learning to the real-world • communicates effectively • participates in the community.
	Engaged	• makes a head and heart contribution • is task oriented and outcomes focused • applies understanding to move forward • manages resources and time effectively.
	Resilient	• takes advantage of opportunities • actively monitors and responds to feedback • maximises capability and responds appropriately to setbacks.
	Responsible	• takes responsibility for own actions • has a sense of self-worth and belonging.
	Ethical	• contributes to the development of community values • acts in accordance with agreed values.

5.1.1 Employment related skills mapping

The table below maps the employment related skills (2005) against the employment related skills used in the *Employment Related Skills Logbook* (2002-2004) and the *Key Competencies* addressed in all NSW syllabuses.

NSW Employment Related Skills for Years 9-12 (2005)	Previous NSW ERS for Years 9 & 10	Previous NSW ERS for Prelim & HSC	Mayer Key Competencies
Communication *Ability to express and understand information*	Communication	Communicating ideas and information Negotiating and influencing	Communicate ideas and information Using mathematical ideas and techniques
Planning and organising *Ability to coordinate and prioritise tasks and resources*		Planning and organising Collecting, organising and analysing information Recruiting and managing resources	Planning and organising activities Collecting, analysing and organising information Identifying, assessing and managing risks
Teamwork *Ability to work effectively with others to get things done*	Leadership	Working with others and in teams	Working with others and in teams
Technology *Ability to use appropriate technologies to complete tasks*	Technological Physical		Using technology
Problem solving *Ability to identify problems and develop solutions*	Numerical	Solving problems	Solving problems
Learning *Ability to achieve new skills and/or knowledge*			
Self-management *Ability to take responsibility for setting and achieving personal goals*	Social	Matching personal goals and capacities to undertakings Monitoring and evaluating Being flexible and dealing with change	
Initiative and enterprise *Ability to seek/take advantage of opportunities*	Creative Practical	Using initiative and drive Generating and using creative ideas and processes Generating, identifying and assessing opportunities	
Cross-cultural understanding *Ability to respect diversity and act without discrimination*			Cultural understanding

5.2 Vocational learning resources for teachers and students

The following resources may be helpful to teachers and students who research careers and courses. Teachers and students may collect and add additional resources to this list.

Handbooks

- The most recent NSW DEST Job Guide **www.jobguide.dest.gov.au**
- The most recent version of the NSW UAC Guide **www.uac.edu.au**
- The most recent version of the TAFE NSW HANDBOOK **www.tafensw.edu.au**
- The most recent version of the HSC/TAFE Credit Transfer Guide **www.det.nsw.edu.au/hsctafe**
- The careers section of the most recent local/state newspaper.

Note: Schools located near other states should explore interstate handbooks.

Booklets

- *Art and Design Education Resource Guide*, ACUADS. Distributed to careers advisers in schools annually
- *Aboriginal Career Aspirations Program*, Board of Studies. Distributed to schools 2002
- *Making Choices* (Work Sheets and CD-ROM) Career Education Association of WA.

Multimedia

Resource Title	Description
evolve ... life in the Arts – CD-ROM	A career planning resource for people considering working in the arts and design industry. It features 12 artist profiles, a listing of arts training and support, tips for building a portfolio and career reflection activities. Suitable for use with students undertaking research or as a classroom resource.
Logging The Real Game in NSW Schools – CD-ROM	This CD-ROM has been developed for teachers to help students identify and record their employment related skills acquired through participation in *The Real Game.* This is achieved by connecting *The Real Game* with the *School to Work Employment Related Skills Logbook* and shows how these two resources complement each other. *Logging The Real Game in NSW Schools* includes a series of support materials provided on CD, which allows both students and teachers to reflect on the outcomes achieved.
Logging on to the Future – CD-ROM	This resource promotes the usefulness of the *Employment Related Skills Logbook* to students, teachers, parents and employers. It demonstrates how the documenting of vocational skills by students throughout their school years can support them in interviews and applications.
School to Work Training 2003 – Video	The presenter, Paul Baker from TMP Worldwide, provides current information about the changing nature of the workplace, trends in employment and how this impacts on society. He focuses on the skills and competencies that will be required in future workplaces and then demonstrates how schools can help equip students to be better placed to meet the new and emerging world.

Resource Title	Description
JUMP TO IT: your guide to careers in the Sport and Recreation industry – CD-ROM	This resource covers the four sectors in the Sport and Recreation industry; community recreation, fitness, outdoor recreation and sport. It provides advice to students on steps they can take to research the Sport and Recreation industry and activities they can undertake to test their commitment and interest. A brief background to employment prospects and a profile on business people in the industry is supported by links to appropriate websites.
PowerUp – Your Career in Utilities and Electrotechnology – CD-ROM	This is an interactive, multimedia CD-ROM filled with information on today's Utilities and Electrotechnology industry opportunities. It profiles different workers in the industry and provides insight into their work and training. It incorporates video footage, sound and stills (graphics, photos), and text descriptions of the industry sectors being case studied, as well as links to other information, regarding employment opportunities and training.
WRAPS Careers: What Do You Want To Be? – Video	The aim of *WRAPS Careers: What Do You Want To Be?* is to provide careers advisers, VET teachers and students with information about careers in the Wholesale, Retail and Personal Services industries.
You Can Do I.T. ICT Careers Expo – Video	This video was filmed at the Information and Communication Technology (ICT) School to Work Information Day 2002. It provides Government school secondary students, careers advisers and parents with a range of available career and training options and current industry trends in the ICT field. The video also features interviews with students and ICT personnel in their workplace.
It's Your Business – DVD	This is a DVD resource for students who think that one day they might like to run their own business. It features: • video footage of four young people who are making it, working for themselves. They explain how they did it, the training they had and who helped them • an info bank with advice on how to get started, how to run a business and how to make it grow • quizzes to test individual suitability for business and the dos and don'ts.
Make It in Metal – CD-ROM	This CD-ROM provides information for people considering a career in the Metal Manufacturing and Engineering industry. It is suitable for use with students undertaking research or as a classroom resource. *Make It in Metal* allows students to meet young people in their workplaces, explore different industry pathways, test their knowledge about access to organisations and resources and learn about jobs.
Welcome To Hospitality – CD-ROM	This CD-ROM looks at a sample of the huge number of jobs that make up the hospitality industry, represented here by the hotel, motel, pubs, clubs and restaurant sectors.
Automotive Careers – CD-ROM	This CD-ROM resource provides information to students on a variety of automotive careers through text, video and still pictures. It is sectioned into the areas of Body Repairs, Mechanical Repairs, Sales and Careers.

Useful websites

www.curriculumsupport.nsw.edu.au/creativearts
The Creative Arts homepage of the Curriculum K-12 Directorate. Contains links to resources suitable for teachers of creative arts.

www.det.nsw.edu.au/vetinschools
The Vocational Education in Schools Directorate has developed this website for teachers, parents and students to provide information on and links to vocational education.

www.myfuture.edu.au
Australia's electronic career information service.

www.det.nsw.edu.au/vetinschools/schooltowork
Designed for teachers, this website supports the NSW Government's *School to Work Program*.

www.futurefinder.com.au
This website has a career interest test.

www.newapprenticeships.gov.au
A national website for traineeships and apprenticeships. This site contains the most up-to-date information on new apprenticeships including new apprenticeship centres in your region.

http://apprenticeship.det.nsw.edu.au
The Department of Education website lists up-to-date information and statistics on traineeships and apprenticeships in NSW.

www.seek.com.au
One of Australia's leading student and graduate employment and career resource websites, it contains over 35,000 jobs online. Do a 'quick job search' by typing 'Creative Arts' as keywords and discover a plethora of jobs available requiring creative arts skills.

www.workplace.gov.au
'Australian Workplace' offers information on employment, workplace relations, government assistance, jobs, careers, training and wages. It links to **www.jobsearch.gov.au /joboutlook** which contains occupational information such as job prospects and weekly earnings.

www.boardofstudies.nsw.edu.au
This website includes details of the Board of Studies Creative Arts curriculum.

www.det.nsw.edu.au
The Department of Education and Training has a 'Training and Industry' link to BVET, Apprenticeships NSW, VETAB, industry programs, training market and new apprenticeship centres.

www.det.nsw.edu.au/vetinschools/jobsalive
The Jobs Alive website enables students to meet a read about the career pathway of a profiled worker. The site contains a photo of each worker when they were in Year 10. This helps students better understand that these workers were once their age facing similar decision making issues.

http://girlswork.det.nsw.edu.au
The site looks at some different jobs in the form of Work Profiles, shares stories of other young women in *Your Stories* and discusses the different paths you can take between education, training, work and careers in Pathways. It helps young women explore their options using a variety of material including e-cards, a quiz, news and lots of links.

http://boyzatwork.det.nsw.edu.au
This website explores the broad range of work and career options available to young men. The *Champions* section has interviews with successful young men, *Jobz 4 the Boyz* looks at a number of jobs and careers that young men may not have considered and *Steer Your Career* shows there is more than one way to get from education and training to work and a career. Young men can consider their education, training and employment options by exploring this website and engaging in the quiz, e-cards, news and lots of links.

www.tafensw.edu.au/nsit/nsijobsforthegirls
This website displays images of eight young women in their workplace. The website has a case study on each of the eight young women that details their path into their chosen career. Better jobs and better pay means confidence and financial independence. The website hopes to interest young women in studying courses that will give them the skills and qualifications they need to pursue their career.

5.2.1 *myfuture.edu.au*

The *myfuture* website is a unique, comprehensive, online career information exploration service which is useful for school students and young people making decisions about subject choice, vocational pathways and employment.

The website allows users to refine their career ideas and to explore the skills and qualifications necessary for their desired career path. Information on awards, scholarships and financial assistance for study is also provided to enable users to shape their educational future.

As young people plan their transition from study to work, further education and employment, they can use *myfuture* to explore their interests and acquired skills and discover a variety of relevant career options. Some of these options may be completely new to them. *myfuture* also has information about the labour market, employment conditions and income data for any region of interest throughout Australia.

The detailed occupation descriptions in *myfuture* are very popular with young people. Young people can be better prepared for the workforce knowing what skills are required and what responsibilities and income to expect in particular jobs and careers. This can directly benefit employers, as new employees will have a higher level of confidence that the job they select is right for them.

Enterprising young people interested in identifying business opportunities and wanting to find out more about setting up a small business are also supported on the *myfuture* website.

For teachers, this website complements vocational learning activities in the classroom and is an innovative technological tool for students to explore career options relating to the eight key learning areas. *The Employment Related Skills Logbook* also features an introductory task to the *myfuture* website in the Student section.

With *myfuture*, career planning and development goes beyond the traditional tasks of selecting an occupation, getting a job, progressing in a single occupational field and planning for retirement. Articles and activities in *myfuture* include life planning and emphasise self-awareness, life long learning, career self-management and lifestyle management. Now go to **www.myfuture.edu.au** and explore the possibilities for yourself.

myfuture
Australia's career information service
myfuture.edu.au

5.2.2 *The Real Game Series*

The Real Game series consists of five developmentally sequenced career development and life skills programs. Each program in *The Real Game* series is a stand-alone teaching and learning tool which addresses the *K-10 Curriculum Framework* broad learning outcome: *Students will understand the work environment and have the knowledge, skills and understandings to evaluate potential career options and pathways.* The programs also encourage contemporary assessment for learning practices, provide student personalised learning opportunities and support quality pedagogy.

Each program includes creative role-playing and simulated activities. As a result, students have fun as they learn about life as an adult, exploring life and work roles in the context of their own career development and life planning. The five programs include:

The Play Real Game	suitable for ages 8 – 10
The Make It Real Game	suitable for ages 10 – 12
The Real Game	suitable for ages 12 – 14
The Be Real Game	suitable for ages 14 – 16
The Get Real Game	suitable for ages 16 – 18

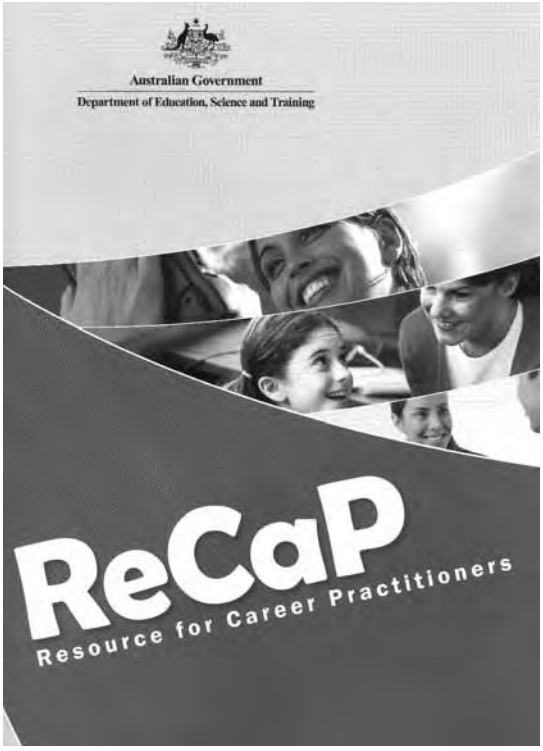
The Real Game series is underpinned by five internationally acknowledged career development themes known as the *High Five*, which have recently been incorporated into the draft prototype of the *Australian Blueprint for Career Development*. These principles are:

- **Focus on the journey**, not the destination
- Know yourself, believe in yourself and **follow your heart**
- You're not alone. **Access your allies**, and be a good ally
- **Change is constant**, and brings with it new opportunities
- **Learning is lifelong**, and it's good. We are most alive when we are learning.

A CD-ROM entitled *Logging the Real Game in NSW Schools* has been developed for teachers to help students identify and record their employment related skills acquired through participation in *The Real Game*. Other features of this resource include: *The Real Game* log sheet and the employment related skills certificate. The sessions and units of *The Real Game* have been mapped against the objectives and outcomes of Stage 4 NSW Board of Studies Commerce, English, Maths and PDHPE syllabuses to show how the program can address course delivery needs across a range of key learning areas.

To access the required teacher training or for more information on *The Real Game* series or *Logging the Real Game in NSW Schools*, contact your Vocational Education Consultant. For more general information about the series or to order products visit the Australian Real Game website: **http://realgame.dest.gov.au**

5.2.3 *Links to ReCaP*



ReCaP (Resource for Career Practitioners) is a quality teacher initiative under the *Australian Government Quality Teacher Program*. The resource provides careers advisers with information about current theories and policies relating to career development. It also provides the most up-to-date information about national programs, resources and materials, and has sections to enable users to include state, local and personal content. *ReCaP* was distributed to all NSW careers advisers in 2004.

The resource contains a series of student activities as black line masters for photocopying. A CD-ROM is also included with electronic versions of all worksheets that allow teachers to customise them to suit individual student needs. Worksheets can also be stored on a school's intranet.

The activities are aligned with the sections covered in the *Employment Related Skills Logbook* and would enhance students' entries and use of the logbook. The set of employment related skills outlined in *ReCaP* align with those listed in the logbook.

ReCaP can be downloaded from the following website: **www.dest.gov.au**

Home>Career Development>Publications & Resources>Publications A-Z>R>ReCaP:resource for career practitioners. Scroll down to Availability and click on HTML.

5.3 Enterprise resources and activities

For more information on enterprise activities and programs that students may wish to participate in, visit the websites listed below.

www.schools.nsw.edu.au/events/statecompetitions/webawards

The Department of Education and Training's Annual Schools Web Design Awards encourage teachers and students to become familiar with web design tools and to immerse themselves in communication technologies. Entering the awards is an excellent way of involving your school in these technologies. The competition is a fantastic way for students to create an educational resource for a world wide audience.

www.curriculumsupport.nsw.edu.au/technology/myda

The Minister's Young Designer Awards (MYDA) promotes innovative Stage 4 Design and Technology. The MYDA encourages students to look at the world around, to investigate products, systems and environments, and to design a successful solution in an area of interest to them. The awards are open to students in Years 7 and 8 in Government and non-Government schools in NSW, either as individual entries or as small group (maximum of six) entries. The challenge offered to students is to develop a project that meets a clearly identified need.

www.mindshop.com.au/mswebpage.nsf/pages/excellence

Mindshop Excellence is a five day work experience program aimed at Year 10 students. A team of six students will visit a host organisation. Facilitators will train students in business processes. Students will then be given a real workplace issue to solve over the course of the five days. The team will present their solution to management, staff, parents and teachers.

www.youth2youth.com.au

Youth 2 Youth run skill based workshops in school or outside school that equip young people with career, enterprise and business skills. They develop two free publications, *Frank* for young women and *Ignite* for all youth – they highlight opportunities, list contacts and provide inspiration for enterprising young people. The site provides youth information and hotlinks to many other sites.

www.anpf.cit.act.edu.au

Australian Network of Practice Firms. A practice firm is a virtual business set up and run by students with support from teachers and a mentor business partner. Practice firms trade in a virtual economy with other practice firms in the network and can attend and participate in trade fairs at a local, regional, state and national level.

www.takethechallenge.com.au

Energy Australia Red Cross Youth Challenge invites young people, their teachers and members of the community to take the challenge by finding a project that helps the community. Groups work together on a project gaining skills in project management, problem solving, research and communication. The site lists available projects or students can come up with their own.

www.sustainableliving.com.au

Sustainable Living Competition is an annual competition for high school students to undertake environmental projects in the classroom individually or by entire school communities. More than $30,000 in prizes.

www.yaa.org.au

Young Achievement Australia (YAA) offers two programs. Business Skills is aimed at Year 11 students. Groups of 20 to 25 students run their own business under the mentorship of a host organisation and take responsibility for all decisions. The program is run over 16 to 24 weeks generally outside school hours. Students can achieve a Certificate II in Business. Business Enterprise is for Years 8-10 students and introduces them to the world of business. Generally conducted in Commerce, Business or Work Education classes.

www.asx.com.au/sharegame

ASX Schools Sharemarket Game is available to students in Years 7-12. Students form a syndicate of two to four students. Each syndicate is provided with an imaginary $50,000 to invest in shares. This hands on experience of the share market will see you involved in internet "share trading" over a 10 week period.

www.austrade.gov.au/studentcentre

Austrade Export Plan Competition is a five week hands on unit where students study business with global potential. Students can apply business, economic and marketing theory and consider the global potential and small business opportunities in their own local area.

www.abw.org.au

Australian Business Week (ABW) offers students several programs. The in-school program is an intensive five day program (involving all Year 10 or 11) where groups of 10 students form a simulated company and assume the key roles of that company's employees. This culminates in the production and marketing of a product at a trade fair.

www.csiro.au/crest

CREST (Creativity in Science and Technology) provides students with a nationally accredited award for completing science or technology research projects. Projects are offered at different levels. Links are made with industry or community workers so students gain an understanding of the role of science and engineering in the community.

www.enya.org.au

The Enterprise Network for Young Australians (ENYA) promotes the active participation of young people (aged 15-30) in enterprise in an ethical and sustainable manner. It can assist them to set up their own enterprise by directing them to funding opportunities, mentors and training. ENYA has links to many other sites targeting youth.

www.govolunteer.com.au

Go Volunteer provides young people with all the information necessary if they are considering volunteering or seeking volunteer opportunities in their local area.

www.youthgas.com.au/about

Youthgas provides timely and accessible youth information/opportunities, a space for younger voices to be expressed and a place for people to share and learn about issues and concerns.

www.youngaustralians.org

The Foundation for Young Australians is committed to developing innovative initiatives that support and empower the lives of young Australians aged 12-25. They provide seed funding and help young people develop their ideas.

www.myownbusiness.org

My Own Business site is a free Internet business course on starting up and operating your own business. It offers resources, forum and chat, various courses and helpful information geared toward successful business.

www.highschoolstartups.com

High School Start Ups is designed to encourage enterprising young people. It provides useful information for students thinking about establishing their own business or a partnership business.

5.4 *Teachers in Business* – an opportunity for teachers

The Teachers in Business Program (TIB) provides teachers with work opportunities outside of school that will enhance their own industry/business experience and vocational learning. It will allow teachers to add value to curriculum delivery as they transfer the knowledge and skills learnt during the placement back into the classroom. It is also a means by which teachers can forge valuable links to industry for their school.

All teachers K-12 are eligible to apply for this program. Teacher relief is available to support teacher placements during school time. Teachers negotiate their placement with a suitable organisation or are 'matched' with the support of industry.

Teachers need to clearly outline how the placement will enhance their teaching. Examples include:

- Project management for leadership roles
- Business organisation
- Career pathways in a business or industry
- Examining new and emerging technologies in a specific industry area
- Event management that will assist in planning school or local events
- Examining ways in which industry and school can work together
- Examining services available to students when they leave school
- Investigating a range of support services for students with special needs
- Working with practice firm business mentor.

Teachers will be required to share their learning with others at the school, local or regional level.

Contact your local Vocational Education Consultant for the Guidelines and Application form.

Notes